

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1951

A Comparison of the scores made by teachers on the Kuder Preference Record and the California Test of Personality

Louis Millard Schnebly
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Schnebly, Louis Millard, "A Comparison of the scores made by teachers on the Kuder Preference Record and the California Test of Personality" (1951). *Graduate Student Theses, Dissertations, & Professional Papers*. 9129.

<https://scholarworks.umt.edu/etd/9129>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation to all those who were instrumental in making this thesis a success. Particularly do I want to thank Dr. Ames for his ever patient and guiding hand in the trying moments of composing the thesis as well as the teachers who cooperated with the writer in taking the tests and making it possible to carry on the survey.

A COMPARISON OF THE SCORES MADE BY TEACHERS
ON THE KUDER PREFERENCE RECORD AND THE
CALIFORNIA TEST OF PERSONALITY

by

Louis M. Schnebly

Bachelor of Arts Degree in Education

From Montana State University, 1948

Presented in partial fulfillment of the
requirement for the degree of
Master of Arts

Montana State University

1951

Approved by:

W. R. Ames, Chm. of Examiners

W. T. Clark

Graduate School

UMI Number: EP39930

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP39930

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against
unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

CHAPTER

PAGE

I. THE PROBLEM AND DEFINITION OF TERMS USED	1
The Problem	2
Statement of the Problem.	2
Definition of terms used	3
California Test of Personality -- Adult series .	3
Various Components	4
Self-reliance	4
Sense of personal worth	4
Sense of personal freedom.	4
Feeling of belonging	4
Freedom from withdrawing tendencies	4
Freedom from nervous symptoms.	4
Social standards	4
Social skills	5
Freedom from anti-social tendencies.	5
Family relations	5
Occupation relations	5
Community relations.	5
Personal adjustment.	5
Social adjustment	6
Total adjustment	6
Score	6
Percentile	6
The Huder Preference Record -- Vocational --	
Form BB.	6

Mechanical	6
Computational	6
Scientific	7
Persuasive	7
Artistic	7
Literary	7
Musical	7
Social service	7
Clerical	8
Profile,	8
Fiftieth percentile	8
II. ADMINISTERING THE TESTS	9
Forms used	11
<u>The Muder Preference Record</u>	11
<u>The California Test of Personality</u>	12
Questionnaire	14
Letter of instructions	14
III. REVIEW OF THE LITERATURE	16
Related materials	16
IV. RECORDING THE RESULTS	24
Elementary women teachers' scores on the California Test of Personality, personal adjustment	24
Elementary women teachers' scores on the California Test of Personality, social adjustment	26

Elementary women teachers' scores on the	
Kuder Preference Record.	28
Secondary women teachers on the California	
Test of Personality, personal adjustment	31
Secondary women teachers on the California	
Test of Personality, social adjustment	33
Secondary women teachers on the Kuder	
Preference Record.	35
Secondary Men on the California Test of	
Personality, personal adjustment	37
Secondary men teachers on the California	
Test of Personality, social adjustment	38
Secondary men teachers on the Kuder	
Preference Record.	40
Elementary men teachers on the California	
Test of Personality, personal adjustment	42
Elementary men teachers on the California	
Test of Personality, social adjustment	44
Elementary men teachers' scores on the	
Kuder Preference Record.	46
Elementary teachers on the California Test	
of Personality, personal adjustment.	48
Elementary teachers on the California Test	
of Personality, social adjustment.	50
Elementary teachers on the Kuder Preference	
Record	50

Secondary teachers on the California Test	
of Personality, personal adjustment.	52
Secondary teachers on the California Test	
of Personality, social adjustment.	54
Secondary teachers on the Kuder Preference	
Record	56
All women teachers on the California Test	
of Personality, personal adjustment.	59
All women teachers on the California Test	
of Personality, social adjustment.	59
All women teachers on the Kuder Preference	
Record	61
All men teachers on the California Test	
of Personality, personal adjustment.	63
All men teachers on the California Test	
of Personality, social adjustment.	65
All men teachers on the Kuder Preference	
Record	65
All teachers on the California Test of	
Personality, personal adjustment	68
All teachers on the California Test of	
Personality, social adjustment	70
All teachers on the Kuder Preference Record. . . .	70
Distribution of all the scores on the	
California Test of Personality for all	
groups, total personal adjustment.	74

Distribution of all the scores on the California Test of Personality for all groups, total social adjustment.	78
Distribution of all the scores on the California Test of Personality for all the groups, total adjustment	79
The Questionnaire.	82
Elementary men on the questionnaire	82
Secondary men on the questionnaire	82
Elementary women on the questionnaire.	84
Secondary women on the questionnaire	84
Correlations	84
General.	84
Miscellaneous.	86
Comparison of the scores of all teachers, men teachers, and women teachers on the California Test of Personality, total personal adjustment.	89
Comparison of the scores of all teachers, men teachers, and women teachers on the California Test of Personality, total social adjustment.	89
Comparison of the scores of all teachers, men teachers, and women teachers on the California Test of Personality, total adjustment	92

Comparison of the scores of all teachers with experience over ten years with the scores of all teachers with experience under ten years.	92
Comparison of the scores of all teachers with experience over ten years with the scores of those with under ten years of experience, social adjustment	95
Comparison of the scores of all teachers with experience over ten years with the scores of teachers with under ten years of experience, total adjustment	95
V. INTERPRETING THE RESULTS	98
Comparison of elementary women teachers with the rest of the groups, personal adjustment	98
Comparison of elementary women teachers with the rest of the groups, social adjustment	103
Secondary women teachers as compared with the rest of the groups, personal adjustment.	106
Secondary women teachers as compared with the rest of the groups, social adjustment.	110
Secondary men teachers as compared with the rest of the groups, personal adjustment.	113

Secondary men teachers as compared with the rest of the groups, social adjustment.	115
Comparison of elementary men teachers with the rest of the groups, personal adjustment.	117
Comparison of elementary men teachers with the rest of the groups, social adjustment.	119
Comparison of elementary teachers in general with the rest of the groups, personal adjustment	121
Comparison of elementary teachers in general with the rest of the groups, social adjustment	122
Comparison of secondary teachers with the rest of the groups, personal adjustment.	124
Comparison of secondary teachers with the rest of the groups, social adjustment.	125
Comparison of women teachers with the rest of the groups, personal adjustment	126
Comparison of women teachers with the rest of the groups, social adjustment	127
Comparison of men teachers with teachers in general, personal adjustment	127
Comparison of men teachers with teachers in general, social adjustment	128
Comparison of the scores of elementary women with the rest of the groups, Euler Preference	

CHAPTER

PAGE

Record	128
Comparison of secondary women teachers with the rest of the groups, Kuder Preference Record	131
Comparison of secondary men teachers with the other groups on the Kuder Preference Record	132
Comparison of elementary teachers with the rest of the groups on the Kuder Preference Record	133
Comparison of secondary teachers in general with teachers in general on the Kuder Preference Record	134
Comparison of men teachers and women teachers on the Kuder Preference Record	135
Comparison of women teachers and teachers in general on the Kuder Preference Record	135
Comparison of men teachers with teachers in general on the Kuder Preference Record	136
Questionnaire for elementary teachers	136
Questionnaire for secondary teachers	136
Correlations with elementary teachers	137
Correlations -- miscellaneous	138
A comparison of the scores of all teachers, men teachers, and women teachers on the total personal adjustment	139

A comparison of teachers in general, men teachers, and women teachers on the total social adjustment.	139
A comparison of teachers in general, men teachers, and women teachers on the total adjustment scale	140
A comparison of teachers in general with experience over ten years and under ten years of experience on the total personal adjustment	140
A comparison of teachers in general with more than ten years of experience with those with less than ten years of experience on the total social adjustment scale.	141
A comparison of teachers in general with more than ten years of experience with those with less than ten years of experience on the total adjustment scale	141
VI. SUMMARY AND CONCLUSIONS	143
Summary.	143
Conclusions.	146
BIBLIOGRAPHY.	151

LIST OF TABLES

TABLE	PAGE
I. Distribution of Elementary Women Teachers'	
Scores on the California Test of Personality,	
Personal Adjustment.	25
II. Distribution of Elementary Women Teachers'	
Scores on the California Test of Personality,	
Social Adjustment.	27
III. Distribution of Elementary Women Teachers'	
Scores on the Kuder Preference Record.	29
IV. Distribution of Secondary Women Teachers'	
Scores on the California Test of Personality,	
Personal Adjustment.	32
V. Distribution of Secondary Women Teachers'	
Scores on the California Test of Personality,	
Social Adjustment.	34
VI. Distribution of Secondary Women Teachers'	
Scores on the Kuder Preference Record.	36
VII. Distribution of Secondary Men Teachers'	
Scores on the California Test of Personality,	
Personal Adjustment.	39
VIII. Distribution of Secondary Men Teachers'	
Scores on the California Test of Personality,	
Social Adjustment.	41
IX. Distribution of Secondary Men Teachers'	
Scores on the Kuder Preference Record.	43

TABLE

PAGE

X.	Distribution of Elementary Men Teachers'	
	Scores on the California Test of Personality,	
	Personal Adjustment.	45
XI.	Distribution of Elementary Men Teachers'	
	Scores on the California Test of Personality,	
	Social Adjustment.	47
XII.	Distribution of Elementary Men Teachers'	
	Scores on the Kuder Preference Record.	49
XIII.	Distribution of Elementary Teachers' scores	
	on the California Test of Personality,	
	Personal Adjustment.	51
XIV.	Distribution of Elementary Teachers' Scores	
	on the California Test of Personality,	
	Social Adjustment.	53
XV.	Distribution of Elementary Teachers' Scores	
	on the Kuder Preference Record	55
XVI.	Distribution of Secondary Teachers' Scores	
	on the California Test of Personality,	
	Personal Adjustment.	57
XVII.	Distribution of the Secondary Teachers' Scores	
	on the California Test of Personality,	
	Social Adjustment.	58
XVIII.	Distribution of Secondary Teachers' Scores	
	on the Kuder Preference Record	60
XIX.	Distribution of the Scores of Women Teachers	
	on the California Test of Personality,	
	Personal Adjustment.	62

TABLE

XXI.	Distribution of the Scores of Women Teachers on the California Test of Personality, Social Adjustment.	64
XXII.	Distribution of the Scores of Women Teachers on the Kuder Preference Record	66
XXIII.	Distribution of the Scores of Men Teachers on the California Test of Personality, Personal Adjustment.	67
XXIV.	Distribution of the Scores of Men Teachers on the California Test of Personality, Social Adjustment.	69
XXV.	Distribution of the Scores of Men Teachers on the Kuder Preference Record	71
XXVI.	Distribution of the Scores of All Teachers on the California Test of Personality, Personal Adjustment.	72
XXVII.	Distribution of the Scores of All Teachers on the California Test of Personality, Social Adjustment.	73
XXVIII.	Distribution of the Scores of all Teachers on the Kuder Preference Record	75
XXIX.	Distribution of the Scores on the California Test of Personality, All Groups, Total Personal Adjustment.	77

TABLE

PAGE

XXIX.	Distribution of the Scores on the California Test of Personality, Total Social Adjustment, All Groups	80
XXX.	Distribution of the Scores on the California Test of Personality, Total Adjustment, All Groups	83
XXXI.	Correlations between the Total Personal Adjustment, Total Social Adjustment, Total Adjustment and the Nine Interest Fields.	87

LIST OF FIGURES

FIGURE	PAGE
1. Comparison of the Scores of All Teachers, Men Teachers, and Women Teachers, Total Personal Adjustment.	90
2. Comparison of the Scores of All Teachers, Men Teachers, and Women Teachers, Total Social Adjustment.	91
3. Comparison of the Scores of All Teachers, Men Teachers, and Women Teachers, Total Adjustment.	93
4. Comparison of the Scores of All Teachers with Experience over Ten Years and Those with Experience under Ten Years, Total Personal Adjustment.	94
5. Comparison of the Scores of All Teachers with Experience over Ten Years and Those with Experience under Ten Years, Total Social Adjustment.	96
6. Comparison of the Scores of All Teachers with Experience over Ten Years and Those with Experience under Ten Years, Total Adjustment.	97

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The great depression brought with it economic and social problems of a magnitude heretofore unprecedented. With the advent of seemingly unlimited unemployment workers sought jobs promiscuously. Little or not attention was given to the preparation required for the particular vocation, to the physical and mental aspects, or to the possibility that the seeker might not fit into the job in any respect. The major criterion for the job was the fact that body and soul must be kept alive and a job was the means to that end. Consequently, many people entered the professional fields poorly prepared but, only because their chosen field had been closed to them for various reasons. With educational standards so low untold thousands flocked into the teaching profession. Salaries were low but some salary was better than none. Under normal conditions many of these people would not have become teachers.

On the heels of the depression came World War II. Then came the greatest exodus in history of people from the teaching profession. Various reasons contributed to the exodus. The sum total was that where before we had had a preponderance of school personnel we now had a shortage. Schools could not close and wait for the war to end, so recruits from all walks of life were invited to come in. These two factors have brought about a stigma that is not wholesome

to the teaching profession. Thus, a part of this study is to attempt to discern, at least in part, to what extent the stigma still exists.

Educators have for years attempted to place their finger on something tangible and earmark it as those qualities they would like evidenced in the people who make up their faculty. The employing of teachers has in the past hinged in some degree upon these same personality traits. What are we to look for in teachers? Are there specific traits that go with teaching? Are the traits evidenced in all acceptable people those we wish to see in teachers? Is there any authority for demanding that teachers exhibit these traits?

Personalities influence those about us; in fact they influence us so much we object at times to making our necessary contacts. Are these personality traits detrimental? Does teaching experience influence personality traits? Can we in training teachers in any way attempt to eliminate those undesirable traits and thus bring forth teaching personnel proportionately free of undesirable personality traits? What are the traits which we would like to have eliminated and what are the ones we would like to retain and encourage?

I. THE PROBLEM

Statement of the problem. The problem presented here for consideration has three definite aspects, (1) that of determining whether or not such a thing as a "teacher personality" exists, (2) that of evaluating existing

personality traits as to their influence on teaching fields as evidenced by teachers in their preferred fields, and (3) that of discerning to what extent personality traits compare with teaching interests.

II. DEFINITIONS OF TERMS USED

California Test of Personality -- Adult Series. The California Test of Personality, Adult Series, has been designed to identify and reveal the status of certain fundamental characteristics of human nature which are highly important in determining employability and general success in personal, social or vocational relations. These characteristics have usually been designated as intangibles because they cannot be measured with ordinary intelligence, knowledge, achievement, or skill tests, and cannot be estimated with any high degree of reliability in a short interview.

From one standpoint, use of the term personality is unfortunate. Personality is not something separate and apart from ability or achievement but includes them; it refers rather to the manner and effectiveness with which the whole individual meets his personal and social problems, and indirectly the manner in which he impresses his fellows.

From the viewpoint of employment, a successful employee must know not only his work, but he must also have a stable, well-balanced personality that will enable him to use his knowledge and skill with profit to himself and his employer.

Various components -- self-reliance. An individual is self-reliant when he goes about his work with assurance and efficiency. Once he has received instruction or knows what to do, he depends upon himself and not on the constant supervision of others. He is characteristically stable and responsible for his behavior.

Sense of personal worth. An individual has an adequate sense of personal worth when he feels that his work is well regarded by his superiors and fellow workers, and that his employer has faith in his ability as well as his determination to make good in whatever task is assigned to him.

Sense of personal freedom. An individual has an adequate sense of personal freedom when he feels that he has a reasonable share in determining how he shall do his work, provided, of course, that the results of his effort is up to standard. Desirable freedom includes the right to ask and give advice which is in the interests of the person himself.

Feeling of belonging. An individual has an adequate feeling of belonging when he enjoys the respect and confidence of his employer and his associates; when they include him in their discussions; when his advice is sought, even though it may not be followed; and when he feels that he is essential to the fullest success of those with whom he is working.

Freedom from withdrawing tendencies. An individual is free from withdrawing tendencies when he is not too sensitive or too concerned about himself and his grievance, and when he cooperated with others for the good of larger interests instead of playing a lone hand. He keeps his feet on the ground and attends to business instead of day-dreaming about things he is going to do some other time.

Freedom from nervous symptoms. An individual is free from nervous symptoms when he is steadily on the job, and ready to do whatever duties are assigned. He is not chronically tired, worried or fretting about things that are coming up; neither does he absent himself from duties because of worry or illness.

Social standards. An individual has desirable social standards when he understands his place in the organization. He recognizes what is appropriate, dignified, proper and also in harmony with the interests of others.

Social skills. An individual has desirable social

skills when he is gracious, tactful, and willing to inconvenience himself to aid his associates or his superiors. He constantly aids people in maintaining their self-respect. When asked, he endeavors to explain work and policies in a courteous manner.

Freedom from anti-social tendencies. An individual is free from anti-social tendencies when he does not bully, not quarrel with his associates or attempt to stir them up against others. He takes his hard luck calmly and philosophically, and does not attempt to obtain satisfaction by destruction of property or injury to others.

Family relations. An individual has desirable family relations when he gets along with the members of his family, guards their security and their future, and is careful in managing earnings. His responsibility in their behalf and desire for their welfare makes him steady and reliable.

Occupation relations. An individual has desirable vocational relations or adjustment when he is happy in his job because he is assigned to work which fits his capacities and interests; also, when he has developed interest, a sense of worth, and efficiency in a job previously deemed uncongenial. He feels that his contribution is important and essential.

Community relations. An individual has desirable community relations when he and his family are respected and well treated by neighbors and friends; when he speaks well of his employer and fellow employees; when he obeys the laws and ordinances pertaining to the general welfare; and when he takes pride in improving the community in which he lives.¹

Personal adjustment. The total of the scores obtained on the subdivisions of self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms.

¹ E. Tiegs, L. Thorpe, and W. Clark, Manual of Directions, Los Angeles: California Test Bureau, 1942, p. 3.

Social adjustment. The total of the scores obtained on the subdivisions of social standards, social skills, freedom from anti-social tendencies, family relations, occupational relations, and community relations.

Total adjustment. The total of the scores obtained on the personal adjustment and social adjustment scales.

Score. A raw score of numerical value obtained on a test as a result of answering correctly a number of questions given in the test.

Percentile. A translated rank dependent upon the raw score obtained.

The Kuder Preference Record -- Vocational -- Form BB. This form is a means of making a systematic approach to a problem of determining whether or not people have chosen their vocations by chance influence or by a careful review of the occupational fields. Vocational light is thrown upon particular areas in the light of individual preferences. The nine areas in which the participant may express his interests are listed below.

Mechanical. A mechanical interest means the individual likes to work with machines and tools. Jobs in this area include automobile repairmen, watchmakers, drill press operators, and engineers.

Computational. An interest in computational fields means one likes to work with numbers. A high score in this area suggests that one might like such jobs as a bookkeeper, accountant, or bank teller.

Scientific. A scientific interest means that the individual likes to discover new facts and solve problems. Doctors, chemists, nurses, engineers, radio repairmen, aviators, and dieticians usually have high scientific interests.

Persuasive. Such an interest means that one likes to meet and deal with people to promote projects or things to sell. Most actors, politicians, radio announcers, ministers, salesmen, and store clerks have high persuasive interests.

Artistic. An interest in artistic fields means that the individual likes to do creative work with his hands. It is usually work that has "eye appeal" involving attractive design, color, and materials. Painters, sculptors, architects, dress designers, hairdressers, and interior decorators all do "artistic" work.

Literary. Such an interest shows that one likes to read and write. Literary jobs include novelist, historian, teacher, actor, news reporter, editor, drama critic, and book reviewer.

Musical. The individual is musically inclined when his interests show that he likes going to concerts, playing instruments, singing, or reading about music and musicians.

Social Service. This interest indicates that an individual has a preference for helping people. Nurses, Boy or Girl Scout leaders, vocational counselors, tutors, ministers, personnel workers, social workers, and hospital attendants spend much of their time helping other people.

Clerical. Such an interest means that the individual likes office work that requires precision and accuracy. Jobs such as bookkeeper, accountant, file clerk, salesclerk, secretary, statistician, and traffic manager fall in this area.

Profile. A graphic picture of translated raw scores for each individual.

Fiftieth percentile. That point on a profile chart which is used to indicate the normal or average personality on the California Test of Personality and that point above which preference on the Kuder Preference Record begins to be significant. The seventieth percentile is generally used with the Kuder to represent a significant trend but since the fiftieth percentile indicates the normal or average personality on the California Test of Personality, it was decided to use that percentile rank in order to avoid referring to two separate percentile ranks.

CHAPTER II

I. ADMINISTERING THE TESTS

Administering the tests in some cases presented a problem if in conducting the survey personal supervision by the surveyor was a necessity for, obviously, enough participants could not be found within his own school system. This necessitated contacting the superintendents of the school systems involved or Presidents of the local MEA organizations in order to have the teachers in other school systems participate. The teachers who were involved in the survey were allowed to take the tests at their own convenience. Arrangements were made whereby either of the two mentioned above would be in charge of the distribution of the materials and the collecting and returning of the completed tests to the surveyor. In each contact made, care was taken to emphasize the fact that teachers were to participate only on a voluntary basis. No coercion, force, pressure nor any combination of these was used to obtain the teachers' cooperation in taking a part in the survey. Participation under any of the above would have invalidated the results in that the answers on the test questions would not have come from a mind free of compulsion. Teachers were asked not to indicate in any way to whom the results belonged unless they particularly wanted the results returned to them for their own edification. Also, an attempt was made to assure those involved that the information they were imparting was confidential. It is

interesting to note here that over one-half of the teachers sending in results specified that they wanted the results returned to them. Whether this was out of curiosity or an ardent desire to study their own shortcomings has nothing to do with this survey and was not one of the questions asked on the questionnaire included in the materials. However, it does indicate the degree of cooperation shown and the feeling exhibited that they did not fear confidential information would be exposed, thus, allowing a freedom of mind-set which avoided coloring the results.

Approximately sixteen per cent of the returns were secured by giving the tests directly to teachers who were in attendance at the University during the summer session of 1950. The remaining eighty-four per cent was secured in the manner just previously described. No attempt was made to discriminate as to sex, fields, experiences, elementary or high school areas, or classroom teachers or administrators. In no way was the survey attempted to be controlled in order to secure any predetermined results.

One can realize the reasons for not personally supervising the giving of all the tests to the participants when you realize the surveyor was engaged in full time teaching and coaching during the period covered by the survey. It was impossible for the surveyor to go to all the schools involved and meet with all the teachers concerned at the convenience of the teachers. Teachers are opposed to being convoked after hours for something like this and it certainly

would have been presumptuous of the surveyor to have asked to have school time set aside for the testing period. Thus, it was necessary for at least a part of the program to be carried on under the supervision of someone other than the surveyor. It is interesting again to note that of the one hundred and fifty teachers tested only two sets of results came back incomplete as to the inclusion of all of the materials to be returned. This is further evidence of the cooperation of the teachers involved and their ability to follow instructions that were included by letter in the materials.

The teachers of Wolf Point, Scobey, Fairview, Nashua, Terry, Jordan, Circle and Baker schools were willing participants in the survey.

II. FORMS USED

The Kuder Preference Record. In selecting an inventory record that would be acceptable for this part of the survey, care was taken in order to select one which was not only simple and inexpensive to administer and score, but one which could also be relied upon to give accurate and valid results. Of the possible tests which could have been chosen, including the Michigan Vocabulary Profile Test, the Strong Vocational Interest Blank, the Allport-Vernon Study of Values, the Cleetson Vocational Interest Inventory, the Lee-Thorpe Occupational Interest Inventory, and the Kuder Preference Record, the latter was selected because of its simplicity,

inexpensiveness to score, and its validity as proclaimed by previous investigators. Super² in a diagnostical survey found that the Kuder was more valid than the Strong for women. G. F. Kuder³ in a statistical analysis of his record found that, "The results presented here indicate that the preference type of item is a relatively stable one in the sense that it measures essentially the same thing even when put in different context and form."⁴

David Malcolm,⁵ in an attempt to determine which inventory blank was the most reliable, carried on an investigation in which the different types of interests blanks were used; and he concluded that, "The Kuder was judged the most useful inventory for all women's groups and a close second to the Strong for men graduate groups."⁶

California Test of Personality -- Adult Series. There were available a number of personality tests of which the Bernreuter Personality Inventory, the Minnesota Multiphasic Personality Inventory, the Bell Adjustment Inventory, the

²Donald E. Super, "The Kuder Preference Record in Vocational Diagnosis," Journal of Consulting Psychology, 11:184-193, 1947.

³G. F. Kuder, "The Stability of Preference Items," The Journal of Social Psychology, 19:41-50, 1931.

⁴Loc. Cit.

⁵David Malcolm, "What Inventory Should I Use," Journal of Educational Research, 44:91-98, October, 1950.

⁶Loc. cit.

Minnesota Personality Scale, The Rorschach Inkblots, the Murray Thematic Apperception Test, and the California Test of Personality were considered.

In light of the surveyor's limited knowledge of the manner of interpreting some of the other tests the California Test of Personality was chosen. It is simple to administer; lends itself well to the problem at hand, and is relatively easy to score and profile.

The reliability of the test does not suffer when the statistical data is reviewed. According to the co-authors -- Tiegs, Thorpe, and Clark⁷ -- the Self Adjustment has a coefficient of reliability of .888, and the Social Adjustment .898, and the Total Adjustment .918.

The validity of the test is based upon the study of several hundred ways in which adults reacted when confronted with the problems which tested their self-reliance and the other components of the test. Before a situation was included in the test, it was evaluated upon the judgement of teachers, principals, test experts, personnel directors and employers as to whether or not it indicated what was sought; the reactions of employed adults as to whether or not it was an essential characteristic of a successful employee; the extent to which the results agreed with known characteristics; and

⁷ E. Tiegs, L. Thorpe, and W. Clark, Manual of Directions, California Test of Personality -- Adult Series, Los Angeles; California Test Bureau, 1942, pp. 2-4.

the extent to which each item was consistent with the test as a whole.

Questionnaire. In order to give more weight to the survey a questionnaire was added to the materials. An attempt was made to determine why teachers entered the profession and what bearing unplanned entering of people into the profession might have had on the teaching profession. Also, to what extent chance influence or any other reason other than that of interest in the profession influenced those actively engaged in teaching. Teachers were asked to indicate their sex in order to run a separate survey for each and then to combine the two for a survey of teachers in general.

Counseling is a comparatively recent innovation in the educational world, and it is admitted by those who advocate its use that counseling will, if done correctly, partially avoid the evil results due to the neglect in the planning of one's vocation or the opportunistic entering of a profession. Thus, an attempt was made to determine to what extent interest and personality were affected by chance entrance into the teaching profession.

Letter of instructions. A letter of instructions was included to be sure those teachers who had never taken either of the tests would be able to participate without undue confusion; and since a separate answer sheet was used with the California Test of Personality to facilitate the repeated use of the booklet, instructions were necessary in this regard. Caution was also suggested in clipping the

materials together to be sure that one individual's papers were not confused with those of another.

CHAPTER III

REVIEW OF THE LITERATURE

Related materials. While the Kuder Preference Record and the California Test of Personality are well known instruments in their own rights, there does not seem to be any evidence on record that these two have been used in conjunction with teachers in service. In fact, there has been no published information found where the California Test of Personality has been used in conjunction with any interest test. However, there is evidence where the Kuder Preference Record has been used in conjunction with other personality tests. The hypothesis that personality traits and interests are related has been checked in a book by Super⁸ when she used the Minnesota Personality Scale and the Minnesota Thinking, Social, Emotional Inventory, in relation to the Kuder Preference Record. After testing 190 women students at Indiana University she reported that " . . . Social introverts tended to score low on the Kuder persuasive interest scale, as did thinking introverts, while extroverts of both types tended to make average or high persuasive scores. Thinking extroverts were low also on literary interests, although thinking introverts made average scores

⁸ Donald E. Super, Appraising Vocational Fitness, New York: Harper and Brothers, 1949, p. 456.

on the literary scale."⁹

In a survey in Super's book¹⁰ correlated scores of thirty-five male and sixty female college students on the Kuder Preference Record and the Minnesota Multiphasic Personality Inventory, finding that men's mechanical interests were negatively and significantly correlated with feminine and psychopathic tendencies, while paranoid tendencies were related to computational interests, scientific interests with tendencies of paranoid and psychasthenic, and that social service interests were related with depressed tendencies, while psychasthenic and schizophrenic tendencies were significantly and positively related to musical interests. In women no significant relationships were found between the two measured fields, although two relationships with validating scores were significant.

It would seem that significant scores on the social service scale would indicate a personality maladjustment but the findings indicate that social service interests are shown to accompany wholesome rather than unhealthy personality patterns.¹¹

In a preliminary study of the relationships between social attitudes and vocational interest during the

⁹ M. C. Evans, "Social Adjustment and Interest Scores of Introverts and Extroverts," Educational and Psychological Measurements, 7:157-167, 1947.

¹⁰ Super, op. cit., p. 456.

¹¹ Loc. cit.

depression, Darley¹² found that students with interests like those of personnel managers and YMCA secretaries had the highest morale, and those with interests like those of engineers and chemists were lowest in morale as measured by the Strong's Blank and the Minnesota Scale for the Survey of Opinions.

Darley's preliminary study prompted another study at the University of Minnesota where 1000 cases of a similar problem were tested and it revealed there was no correlation between morale scores and type of interests.¹³

In a study representing a somewhat different theme, in which personality values are thought of as being at a somewhat lower layer than vocational interests and social attitudes are found, it is significant that there is some relationship between these two types of interests. Sarbin and Berdie¹⁴ obtained Strong and Allport-Vernon scores from college students and found positive relationships between theoretical values and scientific interests, and between welfare interests and religious values. Similar data was indicated when a study involving a group of college women was conducted by Duffy and Crissy as reported by Super.¹⁵

¹² J. C. Darley, "Preliminary Study of the Relationships Between Attitudes, Adjustment, and Vocational Interests Tests," Journal of Educational Psychology, 29:467-473, 1938.

¹³ Super, op. cit., p. 400.

¹⁴ T. Sarbin and R. Berdie, "Relation of Measured Interests to the Allport-Vernon Study of Values," Journal of Applied Psychology, 24:287-296, 1940.

¹⁵ Super, op. cit., p. 400.

Burgemeister, in Super's¹⁶ book, confirmed these findings with another group of college women. Ferguson, Humphreys, and F. W. Strong¹⁷ have also confirmed these trends using college men. Darley, in the same book by Super¹⁸ in a further investigation using the Bell Adjustment Inventory and the Minnesota Scale for the Survey of Opinions, reported that home and emotional adjustment were not related to any occupational interest patterns; inferiority feelings were somewhat less common in those with welfare interests than those with a technical or no primary interest patterns, and family attitudes were somewhat better in men with business detail interests than in those with linguistic or no primary interest patterns.

Berdie¹⁹ used the Minnesota Personality Scale and Strong's Inventory and found that high school seniors with interests like those of engineers had inferior social adjustment, whereas those with social welfare interests were better adjusted socially and emotionally.

In the only other study of this type known to Mr. Super where no correlations were found which exceeded $+.25$ between men's adjustment and interest scores for six occupations, and only four which exceeded $+.25$ for seven women's occupations

¹⁶ Loc. cit.

¹⁷ L. Ferguson, L. Humphreys, and F. Strong, "A Factorial Analysis of Interests and Values," Journal of Educational Psychology, 32:197-204, 1941.

¹⁸ Super, op. cit., p. 400.

¹⁹ R. F. Berdie, "Factors Associated with Vocational Interests," Journal of Educational Psychology, 34:257-277, 1943.

was conducted by Alteneider and reported by Super²⁰.

In a still deeper level of personality organization as studied by Triggs, found in Super's²¹ book in which she correlated temperament traits as measured by the Minnesota Multiphasic Personality Inventory with vocational interests as measured by the Kuder Preference Record, it is worth noting that mechanical, computational, scientific, and social service interests were related with positive personality adjustments, while more maladjustments were related with musical and clerical interests.

Termen, Miles and Strong in Super's²² book, through their data on masculinity and femininity of interests, indicated a relationship between temperament and vocational interests, the endocrine basis of which has been demonstrated by Sollenberger.²³

One of the most outstanding articles was written as a result of a survey in which the Minnesota Multiphasic Personality Inventory (Booklet Form), the Strong Vocational Interest Blank for Men (six group and three non-occupational keys), the Kuder Preference Record (Form B), and the Bell

²⁰ Super, op. cit.

²¹ Loc. cit.

²² Loc. cit.

²³ R. T. Sollenberger, "Some Relationships Between the Urinary Excretion of Male Hormone by Maturing Boys and Their Expressed Interests and Attitudes," Journal of Psychology, 9:179-189, 1940.

Adjustment Inventory (Student Form) were used. This survey conducted by William C. Cottle²⁴ was entirely devoted to testing men who were all adults and veterans of World War II. He found a marked trend toward significant relationships except when interest inventories and personality inventories were compared.

L. D. Goodfellow²⁵ tested 172 students in education, who had been carefully studied since their senior year in high school, with the Strong Vocational Interest Blank, Allport's Ascendancy-Submission Reaction Test, Laird's Introversion-Extroversion Test, and Thurstone's Personality Schedule. He found that interest is not correlated with achievement as measured by academic standing. Interest tests measure an aspect of personality different from everything else; it is a measure of the person's feeling life in a particular environment. The individual's happiness will grow out of his interests.

Thompson²⁶ tested sixty-six seniors in college with the Kuder Preference Record and the California Test of Personality and 158 freshmen in college with the California

²⁴ William C. Cottle, "Relationships Among Selected Personality and Interest Inventories," Occupations, 28:306-310, February, 1950.

²⁵ L. D. Goodfellow, "A Study of the Interests and Personality Traits of Prospective Teachers," Educational and Administrative Supervision, 18:649-658, 1952.

²⁶ C. E. Thompson, "Personality and Interest Factors in Dental School Success," Educational and Psychological Measurements, 4:299-306, 1944.

Test of Personality and the Macquarrie Test for Mechanical Ability. He found that personality and interest scale scores show some relationship as a criteria of success in Dental School, but correlations are not of sufficient magnitude to be useful in individual prediction for selecting applicants for Dental School.

Vernon²⁷ interviewed thirty-nine University educated women, fourteen unmarried women with a secondary education, and eighteen women of which five were married and thirteen unmarried who were applying for jobs. He maintains that the best administrators, teachers and humanitarians are those with integrated personalities, who understand doubt and conflict, can adapt themselves to frustration, and successfully undertake a wide range of differing activities. Thus, the individual's choice of a career or occupation in life is to a great extent determined by the main drives which are fundamental to the motivational side of his personality.

The Minnesota Multiphasic Personality Inventory was used as a part of a test battery by Harmon²⁸ in a vocational diagnosis of disabled veterans applying for rehabilitation. He asserts it to be an instrument of prime utility. It has served to delineate personality characteristics of crucial

²⁷ M. D. Vernon, "The Relationship of Occupation to Personality," British Journal of Psychology, 31:294-326, 1939.

²⁸ L. R. Harmon and D. M. Wiener, "Use of the Minnesota Multiphasic Personality Inventory in Vocational Adjustment," Journal of Applied Psychology, 29:132-141, 1945.

importance in the actual choice of an occupation.

In conducting an experiment with fifty white male insurance agents with ages ranging from twenty-five to sixty-two and fifty white female social workers with ages ranging from twenty-five to fifty-seven, using the Kuder Preference Record and the Minnesota Multiphasic Personality Inventory, Lewis²⁹ found that there is a relationship between occupational interests and personality tendencies; but this field needs further investigation.

²⁹ J. A. Lewis, "Kuder Preference Record and Minnesota Multiphasic Personality Inventory Scores for Two Occupational Groups," Journal of Consulting Psychology, 11:194-201, 1947.

CHAPTER IV

RECORDING THE RESULTS

As the papers were returned, they were corrected and the scores were plotted on profile charts for both tests. After the entire set of papers had been corrected and profiled, they were then divided into groups composed of elementary women, elementary men, secondary women, secondary men, all men teachers, all women teachers, and then they were considered as an entire group of all teachers. When the divisions had been made, it was found that the group composed of elementary men contained only eight papers. This group was so small that it was deemed unadvisable to attempt any statistical analysis and so these papers were included in the information obtained from the groups of all men teachers and all teachers.

After the papers had been scored, profiled, and divided into groups, a distribution of the percentiles was run to give a graphic picture of the scattering or grouping of the individual groups on both of the tests.

Elementary women teachers' scores on the California Test of Personality -- personal adjustment. Of the seventy-three elementary women teachers scored as shown on Table I, twenty-three, or 31.5 per cent, were either on or above the fiftieth percentile, while fifty, or 68.5 per cent, were below the fiftieth percentile in self-reliance. Forty-nine or

DISTRIBUTION OF ELEMENTARY WOMEN TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY, PERSONAL ADJUSTMENT							
Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. belg.	Wd. td.	Nerv. symp.	Total
95---99		4		16	6		5
90---94	6	4	17			2	2
85---89	2	8			5	5	3
80---84		8					1
75---79	7	9	11	15	17		7
70---74						8	2
65---69			14	1			3
60---64		16					4
55---59	8			14	9	7	2
50---54			4				1
45---49		8		6	10		6
40---44	14					6	8
35---39		7	6	8	5		3
30---34						10	8
25---29	9		5	4	7		2
20---24		3	3		4	14	8
15---19	6	5	5	7	3	7	4
10---14	7		4	2	5	5	1
5-----9	10	1	3		1	6	
0-----4	4		1		1	3	3
Totals	73	73	73	73	73	73	73

36.9 per cent of the group were below the fiftieth percentile. On the feeling of belonging scale, the same number, forty-six teachers, or 63 per cent of the group, were on or above the fiftieth percentile as on the personal freedom scale. In both the fields of withdrawing tendencies and nervous symptoms a high score indicated a freedom from such tendencies and symptoms, while a low score indicated that the group had withdrawing tendencies and nervous symptoms. In these two previously mentioned fields the number above and below the fiftieth percentile was almost equal; thirty-seven teachers, or 50.6 per cent of the group, were on or above while thirty-six teachers, or 49.4 per cent of the group, were below the fiftieth percentile. In the nervous symptoms field only twenty-two teachers, or 30.1 per cent of the group, were on or above the fiftieth percentile leaving fifty-one teachers, or 69.9 per cent of the group below the fiftieth percentile.

Elementary women teachers' scores on the California Test of Personality -- social adjustment. As shown in Table II sixty-eight people or 93.1 per cent of the elementary women teachers were on or above the fiftieth percentile in social standards, and only five or 6.9 per cent were below the fiftieth percentile. Somewhat of a reversal is evidenced in the field of social skills where fewer than one-half, or, thirty-one teachers or 42.4 per cent of the group were on or above the fiftieth percentile and forty-

DISTRIBUTION OF ELEMENTARY WOMEN TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Soc. skill	A-S tend.	Fam. rel.	Occ. rel.	Com. rel.	Total
95---99	5	2		11			1
90---94	10	3	12		4	6	4
85---89	11			9	6	13	6
80---84		10	13				7
75---79	23			1	15	10	8
70---74		10					5
65---69	9		9	14	11		1
60---64							6
55---59		6		10	11	15	2
50---54	10		12				6
45---49		11		9	14		4
40---44			9			9	8
35---39	3			3	2		5
30---34		8	8			11	4
25---29				3	1		4
20---24	1	9	4	7		2	1
15---19		8	3	2	6	4	
10---14		1		1	3	2	1
5-----9	1	5	3	2		1	
0-----4				1			
Totals	73	73	73	73	73	73	73

two teachers or 57.6 per cent were below the fiftieth percentile. Again, in the field of anti-social tendencies, a high score indicated a freedom from such tendencies. In this field forty-six teachers or 63 per cent of the group were on or above the fiftieth percentile and twenty-seven teachers or 36.9 per cent of the group were below the fiftieth percentile. Forty-five teachers or 61.6 per cent of the teachers in the group were on or above the fiftieth percentile, and twenty-eight teachers or 38.4 per cent of the group were below the fiftieth percentile in family relations. Occupational relations showed forty-seven teachers or 64.4 per cent of them on or above the fiftieth percentile and twenty-six teachers or 35.6 per cent of the group below the fiftieth percentile. Community relations showed forty-four teachers or 60 per cent of the group on or above the fiftieth percentile and twenty-nine teachers or 39.9 per cent of the group below the fiftieth percentile.

Elementary women teachers' scores on the Kuder Preference Record. A similar procedure was followed with the Kuder Preference Record scores. Table III shows these scores. In the mechanical field twenty teachers or 27.3 per cent of the group were on or above the fiftieth percentile while fifty-three or 72.7 per cent of the group were below the fiftieth percentile. Computational scores showed twenty-eight persons or 53.3 per cent of the group on or above the fiftieth percentile and thirty-five

TABLE III

	DISTRIBUTION OF ELEMENTARY WOMEN TEACHERS' SCORES ON THE KUDER PREFERENCE RECORD								
Percentiles	Mech	Comp	Sc	Pers	Art	Lit	Mus	SS	Cler
95-----99	1	3	2	2	8	4	8	9	1
90-----94	1	3	1	2	7	1	6	2	2
85-----89	1	5	1	3	2	5	1	4	5
80-----84	2	2	3		3	2	2	3	1
75-----79	2	8	3	2	8	7	4	8	2
70-----74	2	5	2	1	2	6	5	5	3
65-----69	2	1	1	3	5	2	1	4	6
60-----64	2	6	3		2	3	5	4	8
55-----59	3	3		2		3	5	7	4
50-----54	4	2	4	6	10	3	4	3	2
45-----49	6	7	4			4	1	6	2
40-----44	7	3	2	4	5	5	3	1	5
35-----39	4	4	3	12	6	4	1	1	4
30-----34	6	4		2	3	5	5	3	6
25-----29	5	6	10	4	2	2	4	1	6
20-----24	8	1	9	8	3	3	1	5	4
15-----19	1	2	8	5	3	4	5	3	3
10-----14	6		7	8	1	3	6	3	4
5-----9	3	3	4	5	1	1	3	1	3
0-----4	7	5	6	4	2	6	3		2
Totals	73	73	73	73	73	73	73	73	73

teachers or 46.7 per cent of the group below the fiftieth percentile. Only twenty teachers or 27.3 per cent of the group were on or above the fiftieth percentile, leaving fifty-three teachers or 72.7 per cent of the group below the fiftieth percentile in the scientific field. Out of seventy-three teachers interviewed in the persuasive field, only twenty-one of them or 28.7 per cent fell on or above the fiftieth percentile, while fifty-two teachers or 71.3 per cent fell below the fiftieth percentile. Forty-seven teachers or 64.3 per cent of the group rated above the fiftieth percentile in the artistic field and twenty-six teachers or 35.7 per cent of the group rated below the fiftieth percentile. In the literary field the numbers were divided almost equally; thirty-six teachers or 49.3 per cent of the group were on or above the fiftieth percentile while thirty-seven people or 50.7 per cent of the group were below the fiftieth percentile. Musically the scores were not too different; forty-one teachers or 56.1 per cent of the seventy-three rated on or above the fiftieth percentile, and the other thirty-two teachers or 43.9 per cent fell below the fiftieth percentile. The greatest number of elementary women teachers expressed their interests in the social service field; forty-nine teachers or 67.1 per cent of them were on or above the fiftieth percentile and twenty-four teachers or 32.9 per cent of them were below the fiftieth percentile. In the last field, that of clerical, thirty-four teachers or 46.5 per cent of the group expressed their interests on or above

the fiftieth percentile, and the other thirty-nine teachers or 53.5 per cent of the group were below the fiftieth percentile.

Secondary women teachers on the California Test of Personality -- personal adjustment. In this group were twenty-five teachers. As shown in Table IV on the self-reliance scale ten women or 40 per cent of the group fell on or above the fiftieth percentile while fifteen women or 60 per cent of the group fell below the fiftieth percentile. On the scale of personal worth nineteen teachers or 76 per cent of the group rated on or above the fiftieth percentile and six teachers or 24 per cent of the group rated below the fiftieth percentile. On the personal freedom scale the division was again nearly equal. Thirteen teachers or 52 per cent of the group rating on or above the fiftieth percentile and twelve teachers or 48 per cent of the group rating below the fiftieth percentile. Seventeen teachers or 68 per cent of the group expressed their tendencies on the scale of a feeling of belonging on or above the fiftieth percentile and eight teachers or 32 per cent of the group expressed themselves to be below the fiftieth percentile. On the withdrawing tendencies scale a high score indicated a freedom from such tendencies. Twelve teachers or 48 per cent of the group fell on or above the fiftieth percentile and thirteen teachers or 52 per cent of the group fell below the fiftieth percentile. On the scale of nervous symptoms twenty-five teachers or 32 per cent of the group were on or above the fiftieth percentile, and seventeen

**DISTRIBUTION OF SECONDARY WOMEN TEACHERS' SCORES ON
THE CALIFORNIA TEST OF PERSONALITY
PERSONAL ADJUSTMENT**

Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. help.	A-B teach.	Nerv. sym.	Total
95---99				6	1		1
90---94		1	2			3	1
85---89	3	1			2	1	2
80---84		4					1
75---79	5	6	6	9	4		1
70---74						2	1
65---69			4				2
60---64		7					
55---59	2			2	5	2	3
50---54			1				
45---49		1		4	4		2
40---44	4					3	2
35---39		1	4	1	4		2
30---34						5	1
25---29	1		2	1	3		1
20---24		2	3			3	1
15---19	2		2	1	1	2	1
10---14	5	1	1			2	3
5-----9	1	1		1	1	2	
0-----4	2						
Totals	25	25	25	25	25	25	25

teachers or 68 per cent of the group were below the fiftieth percentile. In this field, again, a high score indicated freedom from nervous symptoms.

Secondary women teachers on the California Test of Personality -- social adjustment. As shown in Table V on the social standards scale twenty-two teachers or 88 per cent of them fell on or above the fiftieth percentile, but only three teachers or 12 per cent fell below the fiftieth percentile. In social skills eleven teachers or 44 per cent of the group fell on or above the fiftieth percentile which left fourteen teachers or 56 per cent of the group below the fiftieth percentile. On the freedom from anti-social tendencies scale nineteen teachers or 76 per cent of them rated on or above the fiftieth percentile and only six teachers or 23 per cent of the group rated below the fiftieth percentile. On the family relations scale 68 per cent of the group were on or above the fiftieth percentile and eight teachers or 32 per cent of the group were below the fiftieth percentile. The number above and below the fiftieth percentile on the occupational relations scale was almost equal for thirteen teachers or 52 per cent of the group were above and twelve or 48 per cent of the group were below. The figures on the community relations scale rose again for seventeen teachers or 68 per cent of the group rated on or above the fiftieth percentile and eight teachers or 32 per cent rated below the fiftieth percentile.

DISTRIBUTION OF SECONDARY WOMEN TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Soc. skills	Int- tend.	Fam. rel.	Occ. rel.	Comm. rel.	Total
95---99	1			7			
90---94	7		5		3		3
85---89	5			4	2	3	3
80---84		3	3				1
75---79	5				1	8	1
70---74		5					3
65---69	1		10	1	5		2
60---64							2
55---59		3		5	2	6	
50---54	3		1				1
45---49		4	1	1	4		3
40---44		1	2			3	3
35---39	1			3	2		
30---34		3					
25---29					2		1
20---24	2	1		3		2	1
15---19		2	2	1	2	1	1
10---14		1			2	2	
5-----9		2					
0-----4			1				
Totals	25	25	25	25	25	25	25

Secondary women teachers on the Kuder Preference Record.

On the mechanical scale as shown in Table VI fifteen women teachers in the secondary field or 60 per cent of the group tested fell on or above the fiftieth percentile and ten secondary women or 40 per cent of the group fell below the fiftieth percentile. Fourteen secondary women teachers or 56 per cent of the group rated on or above and eleven teachers or 44 per cent of the group rated below the fiftieth percentile on the computational scale. Again the scores involved in the group were divided almost equally. On the scientific scale thirteen teachers or 52 per cent of the group were on or above the fiftieth percentile and twelve teachers or 48 per cent of the group were below the fiftieth percentile. The division was just reversed on the persuasive scale. Twelve teachers were above and thirteen were below the fiftieth percentile. Of the twenty-five secondary women teachers tested on the artistic scale, sixteen or 64 per cent of them were above or on the fiftieth percentile and nine teachers or 36 per cent of the group fell below the fiftieth percentile. Fourteen women teachers or 56 per cent of the group rated on or above the fiftieth percentile and eleven secondary women teachers or 44 per cent of the group did not rate above the fiftieth percentile on the literary scale. On the musical scale seventeen or 68 per cent of the group fell on or above while eight or 32 per cent of the group fell below the fiftieth percentile. Of the twenty-five secondary women

	DISTRIBUTION OF SECONDARY WOMEN TEACHERS' SCORES ON THE KUDER PREFERENCE RECORD								
Percentiles	Mech	Comp	Sc	Pers	Art	Lit	Mus	SS	Cler
95----99	1	1	1	2	2	3	3	1	2
90----94	2	1	3		1	2		1	1
85----89	3	2		2			2	1	1
80----84	2	2		1	1		2	1	1
75----79		1	1	1	2	2	1		
70----74		1	3		2	2		2	
65----69	1		1	2		2	4	2	
60----64	3	4			4	2	1	3	
55----59	1	1	2	1		1	1	3	
50----54	2	1	2	3	4		3	2	1
45----49	2	3	2			1	1	1	3
40----44	2	1	2			1	1		2
35----39				1		1	1	2	2
30----34				1	1				
25----29	2	1	2	1	1	2	2	1	
20----24			1	2		1	1	1	5
15----19	1	1	3	2			1	1	2
10----14	1	1		1	3		1	2	2
5-----9	1	3	1	1		2			2
0-----4	1	1	1	4	4	3		1	1
Totals	25	25	25	25	25	25	25	25	25

teachers tested on the social service scale sixteen or 64 per cent of them rated on or above the fiftieth percentile, but only nine teachers or 36 per cent of them rated below the fiftieth percentile. Only six women teachers in the secondary field or 24 per cent of them were found on or above the fiftieth percentile and nineteen teachers or 76 per cent of the group were found below the fiftieth percentile on the clerical scale.

Secondary men on the California Test of Personality --
personal adjustment. Table VII on page 39 will give the distribution of the scores for this group on this test. In this group of forty-four secondary men teachers, thirty or 68.1 per cent of the group were on or above the fiftieth percentile and fourteen men or 31.9 per cent of the group rated below the fiftieth percentile on the self-reliance scale. On the scale of personal worth thirty-four men teachers in the secondary field or 77.2 per cent of the group were on or above the fiftieth percentile and ten men or 22.8 per cent of the group were below the fiftieth percentile. On the personal freedom scale twenty-nine men teachers or 65.9 per cent of the group rated on or above the fiftieth percentile and only fifteen men or 34.1 per cent of the group below the fiftieth percentile. On the feeling of belonging scale thirty-five men or 79.5 per cent of the group were on or above the fiftieth percentile and only nine men or 20.5 per cent of them were below the fiftieth percentile. On the free-

dom from withdrawing tendencies scale on which a high score indicated a freedom from such tendencies, twenty-seven men teachers or 61.3 per cent of the group were on or above while seventeen men or 38.7 per cent of the group were below the fiftieth percentile. A high score on the nervous scale also indicated a freedom from such symptoms. On this scale twenty-six men teachers or 59.1 per cent of them fell on or above the fiftieth percentile and eighteen men or 40.9 per cent of the group fell below the fiftieth percentile.

Secondary men teachers on the California Test of Personality -- social adjustment. As shown in Table VIII, page 41, thirty-six secondary men teachers rated on or above the fiftieth percentile on the social standards scale and only eight secondary men teachers rated below. On the social skills scale twenty-nine men teachers or 65.9 per cent of the group fell on or above the fiftieth percentile while fifteen or 34.1 per cent of the group fell below. On the scale of freedom from anti-social tendencies a high score indicated a freedom from such tendencies, and in this field twenty-nine men teachers in the secondary field or 65.9 per cent of the group rated on or above and fifteen men teachers or 34.1 per cent of the group rated below the fiftieth percentile. Secondary men teachers scored high on the family relations scale with thirty-seven of them or 84 per cent of the group on or above the fiftieth percentile while only seven men or 16 per cent of the group scored below.

DISTRIBUTION OF SECONDARY MEN TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY PERSONAL ADJUSTMENT							
Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. belg.	Wd. td.	Nerv. sway.	Total
95---99	2	4		17	5		5
90---94	6	3	7			4	1
85---89	6	6			9	10	6
80---84		5					4
75---79	6	7	10	10	5		5
70---74					6		3
65---69			7				4
60---64		9					1
55---59	10			8	8	6	
50---54			5				1
45---49		4		4	1		2
40---44	7					5	
35---39		3	4	2	3		1
30---34						6	7
25---29	3	1	3		4		1
20---24		2	2	1	3	3	
15---19	2		1	1	4	1	2
10---14			1		1	2	1
5-----9	2		3		1	1	
0-----4			1	1			
Totals	44	44	44	44	44	44	44

The occupational relations scale showed thirty men teachers or 68.1 per cent of them on or above the fiftieth percentile and fourteen men or 31.9 per cent of the group rated below this percentile rank. On the last of the personality scales, the community relations scale, twenty-nine men or 65.9 per cent of the group rated on or above the fiftieth percentile, and fifteen men or 34.1 per cent of the group rated below the fiftieth percentile.

Secondary men teachers on the Kuder Preference Record.

Table IX on page 43 shows the distribution of these scores. Fewer than one-half of the secondary men teachers rated on or above the fiftieth percentile on the mechanical scale. Nineteen men or 43.1 per cent of them were above and twenty-five or 56.9 per cent of them were below. On the computational scale eighteen secondary men or 40.9 per cent of them rated on or above the fiftieth percentile and twenty-six secondary men teachers or 59.1 per cent of the group rated below. Again more secondary men teachers rated below than above the fiftieth percentile in the scientific field. Nineteen men or 43.1 per cent rated on or above and twenty-five men or 56.9 per cent of them were below. The persuasive scale finds exactly the same number on or above and below the fiftieth percentile as was true on the scientific scale. On the artistic scale the number on or above the fiftieth percentile dropped to sixteen men or 36.3 per cent of the group while twenty-eight men or 63.7 per cent of the group fell below.

DISTRIBUTION OF SECONDARY MEN TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Soc. skill	A-S tend.	Fam. rel.	Occ. rel.	Comm. rel.	Total
95---99	2	1		14	3		2
90---94	3	6	6		5	3	5
85---89	7			10	3	8	6
80---84		6	8				4
75---79	7	1			5	11	3
70---74		7					3
65---69	9		7	5	9		
60---64							5
55---59		8		7	5	7	
50---54	8		8	1			3
45---49		5	1	2	6	1	3
40---44			4			8	4
35---39	4			1	3		
30---34		2	4			4	3
25---29	1			1	1		1
20---24	1	2	2	2		1	1
15---19		3	1		1	1	
10---14	1	3					1
5-----9	1		3		1		
0-----4				1			
Totals	44	44	44	44	44	44	44

On the literary scale a few more men rated above the fiftieth percentile than rated on the artistic scale. The twenty-five men or 56.7 per cent of the group rated on or above the fiftieth percentile and nineteen men or 43.3 per cent of the group fell below. The score goes a little higher on the musical scale for twenty-eight men or 63.6 per cent of them were on or above the fiftieth percentile and sixteen men or 36.4 per cent were below. The scores and percentages for the social service scale were identical to those on the musical scale. On the clerical scale the number of scores on or above the fiftieth percentile again dropped. There were eighteen secondary men teachers or 40.9 per cent of the group on or above while twenty-six or 59.1 per cent of the group were below.

Elementary men teachers on the California Test of Personality -- personal adjustment. This information which is contained in Table X is inserted here for examination and not for statistical purposes. Of the elementary teachers tested only eight of them were men. This is purely coincidental for no effort was made to control those who were being tested. On the self-reliance scale seven men or 87.5 per cent of them rated on or above the fiftieth percentile while only one elementary man teacher or 12.6 per cent of the group tested rated below the fiftieth percentile. On the personal worth scale six men or 75 per cent of the group were on or above and two men or 25 per cent of the

	DISTRIBUTION OF SECONDARY MEN TEACHERS' SCORES ON THE KUDER PREFERENCE RECORD								
Percentiles	Mech	Comp	Sc	Pers	Art	Lit	Mus	SS	Cler
95----99	2	4	4			7	5	9	3
90----94	1		2	2	1	1	5	7	2
85----89	3	2		5	4		1	1	2
80----84	1	1		3		4	1	2	2
75----79	1				5	2	8	2	1
70----74	1	1	1	1	3	5	4	1	1
65----69	1	1		1		1		2	5
60----64	4	5	3	1	2	2	1	1	1
55----59	2	4	5	2		2	2	3	1
50----54	3		4	4	1	1	1		
45----49	2	3		3	1	2	1	3	1
40----44	3	1	1	3	4	4	2	3	4
35----39	1	3	2	1	1	1			2
30----34	3	2	2	1	1		1	1	2
25----29	2		3	4	3		3	2	2
20----24	3	1	4	2	1	2			3
15----19	4	6	3	4	3	1		2	1
10----14		3	1	2	4		5	1	4
5-----9	2	4	2	2	5	6	1	3	6
0-----4	5	3	7	3	5	3	3	1	1
Totals	44	44	44	44	44	44	44	44	44

group were below the fiftieth percentile. On the personal freedom scale five men teachers or 62.5 per cent of the group were on or above while three men teachers or 37.5 per cent of the group were below the fiftieth percentile. Elementary men teachers rated high on the feeling of belonging scale for all eight of them were on or above the fiftieth percentile. On the freedom from withdrawing tendencies scale, in which a high score is desired, all eight of the elementary men teachers were on or above the fiftieth percentile. A high score on the freedom from nervous symptoms scale is also desirable and on this scale six men or 75 per cent of them rated on or above while only two men or 25 per cent of them rated below the fiftieth percentile.

Elementary men teachers on the California Test of Personality -- social adjustment. On the social standards scale, which is represented in Table XI, five elementary men or 62.5 per cent of the group rated on or above and three elementary men or 37.5 per cent of the group rated below the fiftieth percentile. On the social skills scale six men or 75 per cent of the group rated on or above the fiftieth percentile while two men or 25 per cent of the group rated below. On the freedom from anti-social tendencies, where a high score is again desirable, five elementary men teachers or 62.5 per cent of the group were on or above while three elementary men teachers or 37.5 per cent of the group were below the fiftieth percentile. Elementary men teachers rated high on the family relations scale for seven men or

**DISTRIBUTION OF ELEMENTARY MEN TEACHERS' SCORES ON THE
CALIFORNIA TEST OF PERSONALITY
PERSONAL ADJUSTMENT**

Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. bels.	Wd. td.	Nerv. symp.	Total
95---99				4	1		1
90---94	1	1				2	
85---89	1				2	2	1
80---84		1					1
75---79	2	3	2	4	1		2
70---74						1	1
65---69			1				1
60---64		1					
55---59	3				4	1	
50---54			2				1
45---49		1					
40---44						1	
35---39		1					
30---34						1	
25---29	1		3				
20---24							
15---19							
10---14							
5-----9							
0-----4							
Totals	8	8	8	8	8	8	8

87.5 per cent of them were on or above while one man or 12.5 per cent of the group was below the fiftieth percentile. On the occupational relations scale six men or 75 per cent of the group were on or above the fiftieth percentile, and two men or 25 per cent of the group were below the fiftieth percentile. On the community relations scale the scores were divided. Four men teachers in the elementary field or 50 per cent of the group were on or above the fiftieth percentile and four men or 50 per cent of the group tested were below the fiftieth percentile.

Elementary men teachers' scores on the Kuder Preference Record. As shown in Table XII elementary men teachers scored low on the mechanical scale for only two men or 25 per cent of them were on or above the fiftieth percentile while six men or 75 per cent of the group rated below. On the computational scale seven men or 87.5 per cent of the group were on or above the fiftieth percentile but only one man or 12.5 per cent of the group was below. In the scientific field five men or 62.5 per cent were on or above and three men or 37.5 per cent of the group were below the fiftieth percentile. On the persuasive scale the scores were equally divided. Four scored above and four scored below the fiftieth percentile. On the artistic, literary, musical, and social service scales the scores and percentages were the same with five men or 62.5 per cent of the group on or above and three men or 37.5 per cent of the

**DISTRIBUTION OF ELEMENTARY MEN TEACHERS' SCORES ON THE
CALIFORNIA TEST OF PERSONALITY
SOCIAL ADJUSTMENT**

Percentiles	Soc. stdn.	Soc. skill	A-S tend	Fam. rel.	Occ. rel.	Corra. rel.	Total
95---99				3			
90---94					1	1	1
85---89				1			
80---84		1	2				
75---79	3				1	1	1
70---74		3					1
65---69	1		3	2	1		2
60---64							
55---59		2		1	3	2	1
50---54	1						
45---49		2		1		1	
40---44						2	
35---39	1				1		1
30---34			1			1	1
25---29							
20---24	1						
15---19			1				
10---14	1		1		1		
5-----9							
0-----4							
Totals	8	8	8	8	8	8	8

group below the fiftieth percentile. On the clerical scale again the scores were divided with four men or 50 per cent of the group on or above and four men or 50 per cent below the fiftieth percentile.

Elementary teachers on the California Test of Personality -- personal adjustment. In this particular analysis the seventy-three elementary women teachers and the eight elementary men teachers were combined to get a composite picture of elementary teachers as a whole. This made a group of eighty-one teachers, a number large enough to be significant in the interpretation of their scores. Table XIII shows the distribution of these scores. Of the eighty-one of the elementary teachers tested only thirty were on or above the fiftieth percentile on the self-reliance scale while fifty-one were below that mark. Fifty-five teachers were on or above and twenty-six were below the fiftieth percentile. On the feeling of belonging scale fifty-four elementary teachers rated on or above while twenty-seven rated below the fiftieth percentile. On the personal freedom scale fifty-one elementary teachers rated on or above the fiftieth percentile leaving thirty below the fiftieth percentile. On the withdrawing tendencies scale, where a high score indicated a freedom from such tendencies, forty-five elementary teachers were on or above the fiftieth percentile and thirty-six were below this mark. A high score on the nervous symptoms scale indicated a freedom

TABLE XII

	DISTRIBUTION OF ELEMENTARY MEN TEACHERS' SCORES ON THE KUDER PREFERENCE RECORD								
Percentiles	Mech	Comp	Sc	Pers	Art	Lit	Mus	SS	Cler
95----99		1						2	
90----94					1		1		1
85----89	1	2				1	1		
80----84				1		1			1
75----79			1				1	1	2
70----74		1		1		1	1		
65----69			1	1	1				
60----64		2	2		1	1	1		
55----59	1	1			1	1		1	
50----54			1	1	1			1	
45----49	2	1					1		
40----44				1					
35----39						1		2	
30----34	1		1					1	
25----29	1					1			2
20----24					1				
15----19						1			
10----14					1				1
5-----9				1					1
0-----4	2		2	2	1		2		
Totals	8	8	8	8	8	8	8	8	8

from such symptoms, and out of the eighty-one elementary teachers in the group only twenty-eight were either on or above the fiftieth percentile while the great majority or fifty-three of these elementary teachers were below the midpoint.

Elementary teachers on the California Test of Personality -- social adjustment. Of the eighty-one teachers in the elementary group tested the great preponderance of them or seventy-three were either on or above the fiftieth percentile as shown in Table XIV, and only eight were below this mark on the social standards scale. On the social skills scale the division was more equal, for thirty-seven were on or above the fiftieth percentile and forty-four were below that mark. On the anti-social tendencies scale a high score indicated freedom from such tendencies and here fifty-one elementary teachers rated on or above the fiftieth percentile and thirty rated below. Fifty teachers rated above or on and thirty-one rated below the fiftieth percentile on the family relations scale. On the computational scale fifty-three elementary teachers fell on or above while twenty-eight fell below the fiftieth percentile. Forty-eight elementary teachers were on or above the fiftieth percentile in community relations and thirty-three were below.

Elementary teachers on the Kuder Preference Record.

As shown in Table XV on page a large number of the

DISTRIBUTION OF ELEMENTARY TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY PERSONAL ADJUSTMENT							
Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. bel.	Wd. td.	Nerv. symp.	Total
95-----99		4		20	7		6
90-----94	7	5	17			4	2
85-----89	3	8			7	7	4
80-----84		9					2
75-----79	9	12	13	19	18		9
70-----74						9	3
65-----69			15	1			4
60-----64		17					4
55-----59	11			14	13	8	2
50-----54			5				2
45-----49		9		6	10		6
40-----44	14					7	8
35-----39		8	5	8	5		3
30-----34						11	8
25-----29	10		8	4	7		2
20-----24		3	3		4	14	8
15-----19	6	5	5	7	3	7	4
10-----14	7		4	2	5	5	1
5-----9	10	1	3		1	6	
0-----4	4		1		1	3	3
Totals	81	81	81	81	81	81	81

elementary teachers in this group fell below the fiftieth percentile on the mechanical scale. Fifty-nine were on or above and twenty-two were below. The computational scale found forty-five above and thirty-six below the fiftieth percentile. On the scientific scale the number below the fiftieth percentile increased from thirty-six to fifty-six on the computational scale, and the number on or above the fiftieth percentile dropped to twenty five. The figures for the persuasive scale were identical to those on the scientific scale, as fifty-six were below the fiftieth percentile and twenty-five were on or above that mark. On the artistic scale fifty-two elementary teachers rated on or above the fiftieth percentile, and twenty nine rated below the fiftieth percentile. On the literary scale the scores were divided almost equally. Forty-one rated on or above and forty rated below the fiftieth percentile. Musically, forty-six elementary teachers were above the fiftieth percentile and thirty-five were below. Elementary teachers in this group scored the greatest number on or above the fiftieth percentile on the social service scale, for forty-four were on or above and twenty-seven were below. On the clerical scale thirty-eight elementary teachers rated on or above and forty-three rated below the fiftieth percentile.

Secondary teachers on the California Test of Personality -- personal adjustment. This group was composed of twenty-five secondary women and forty-four secondary

DISTRIBUTION OF ELEMENTARY TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Coc. skill	A-S tend.	Fam. rel.	Coc. rel.	Comm. rel.	Total
95---99	5	2		14			2
90---94	10	3	12		5	7	4
85---89	11			10	6	13	7
80---84		11	15				8
75---79	26			1	16	11	10
70---74		13					6
65---69	10		12	16	12		2
60---64							6
55---59		8		11	14	17	2
50---54	11		12				7
45---49		13		10	14	1	4
40---44			9			11	8
35---39	4			3	3		5
30---34		8	9			12	4
25---29				3	1		4
20---24	2	9	4	7		2	1
15---19		8	4	2	6	4	
10---14	1	1	1	1	4	2	1
5-----9	1	5	3	2		1	
0-----4				1			
Totals	81	81	81	81	81	81	81

men teachers. Table XVI on page shows the distribution of these scores. Of the sixty-nine secondary teachers in this group, forty fell on or above while twenty-nine fell below the fiftieth percentile on the self-reliance scale. Fifty-three of the sixty-nine rated on or above the fiftieth percentile on the personal worth scale and only sixteen rated below this mark. On the personal freedom scale forty-two teachers fell on or above the fiftieth percentile and twenty-seven teachers fell below. Fifty-two teachers in this group made a score over the fiftieth percentile on the feeling of belonging scale while only seventeen made a score below the fiftieth percentile. On the withdrawing tendency scale a high score again indicated a freedom from withdrawing tendencies, and in this instance thirty-nine were on or above while thirty were below the fiftieth percentile. A high score indicated the same thing on the nervous symptoms scale and here the scores were divided almost equally. Thirty-four rated on or above and thirty-five fell below the fiftieth percentile.

Secondary teachers on the California Test of Personality -- social adjustment. On the social standards scale as shown in Table XVII secondary teachers rated fifty-eight on or above the fiftieth percentile and only eleven rated below this percentile. Forty teachers fell on or above the fiftieth percentile on the social skills scale while twenty-nine fell below. A high score indicated

	DISTRIBUTION OF ELEMENTARY TEACHERS' SCORES ON THE KUDER PREFERENCE RECORD								
Percentiles	Mech	Comp	Sc	Pers	Art	Lit	Mus	SS	Cler
95-----99	1	4	2	2	8	4	8	11	1
90-----94	1	3	1	2	8	1	7	2	3
85-----89	2	7	1	3	2	6	2	4	5
80-----84	2	2	3	1	3	3	2	3	2
75-----79	2	8	4	2	8	7	5	9	4
70-----74	2	6	2	2	2	7	6	5	3
65-----69	2	1	2	4	6	2	1	4	6
60-----64	2	8	5		3	4	6	4	8
55-----59	4	4		2	1	4	5	8	4
50-----54	4	2	5	7	11	3	4	4	2
45-----49	8	8	4			4	2	6	2
40-----44	7	3	2	5	5	5	3	1	5
35-----39	4	4	3	12	6	5	1	3	4
30-----34	7	4	1	2	3	5	5	4	6
25-----29	6	6	10	2	2	3	4	1	8
20-----24	8	1	9	8	4	3	1	5	4
15-----19	1	2	8	5	3	5	5	3	3
10-----14	6		7	8	2	3	6	3	5
5-----9	3	3	4	6	1	1	3	1	4
0-----4	9	5	8	6	3	6	5		2
Totals	81	81	81	81	81	81	81	81	81

a freedom from anti-social tendencies, and on this scale forty-eight rated on or above and twenty-one rated below the fiftieth percentile. On the family relations scale fifty-four were on or above and fifteen below the fiftieth percentile. Forty-three teachers rated on or above the fiftieth percentile while twenty-six rated below on the occupational relations scale.

Secondary teachers on the Kuder Preference Record.

Of the sixty-nine teachers in this group as shown in Table XVIII, thirty-four rated on or above the fiftieth percentile and thirty-five below on the mechanical scale. On the computational scale thirty-two fell on or above the fiftieth percentile and thirty-seven fell below. The secondary teachers were divided the same way on the scientific scale as they were on the computational scale. On each scale thirty-one secondary teachers rated on or above the fiftieth percentile and thirty-eight rated below that percentile rank. The scores for these secondary teachers on the artistic scale were thirty-two on or above and thirty-seven below the fiftieth percentile. A little more change was shown on the distribution on the literary scale, for thirty-nine teachers rated on or above the fiftieth percentile and thirty rated below that mark. Secondary teachers obtained their highest score on the musical scale as forty-five rated on or above the fiftieth percentile and twenty-four fell below. The group rated a close second on the social service scale as

**DISTRIBUTION OF SECONDARY TEACHERS' SCORES ON THE
CALIFORNIA TEST OF PERSONALITY
PERSONAL ADJUSTMENT**

Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. help.	Wd. td.	Serv. symp.	Total
95---99	2	4		23	6		6
90---94	6	4	9			7	2
85---89	9	7			11	11	8
80---84		9					5
75---79	11	13	16	19	9		6
70---74						8	4
65---69			11				6
60---64		16					1
55---59	12			10	13	6	3
50---54			6				1
45---49		5		8	5		4
40---44	11					8	2
35---39		4	8	3	7		3
30---34						11	8
25---29	4	1	5	1	7		2
20---24		4	5	1	3	6	1
15---19	4		3	2	5	3	3
10---14	5	1	2		1	4	4
5-----9	3	1	3	1	2	3	
0-----4	2		1	1			
Totals	69	69	69	69	69	69	69

DISTRIBUTION OF THE SECONDARY TEACHERS' SCORES ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Soc. skill	A-S tend.	Fam. rel.	Occ. rel.	Comm. rel.	Total
95---99	3	1		21	3		2
90---94	10	6	11		8	3	8
85---89	12			14	5	11	9
80---84		9	11				5
75---79	12	1			6	19	4
70---74		12					6
65---69	10		17	6	14		2
60---64							7
55---59		11		12	7	13	
50---54	11		9	1			4
45---49		9	2	3	10	1	6
40---44		1	6			11	7
35---39	5			4	5		
30---34		5	4			4	3
25---29	1			1	3		2
20---24	3	3	2	5		3	2
15---19		5	3	1	3	2	1
10---14	1	4			2	2	1
5-----9	1	2	3		1		
0-----4			1	1	2		
Totals	69	69	69	69	69	69	69

forty-four were on or above the fiftieth percentile and twenty-five below. On the clerical scale the largest number of secondary teachers fell below the fiftieth percentile rating. Forty-five rated below and twenty-four rated on or above this percentile rank.

All women teachers on the California Test of Personality -- personal adjustment. There were ninety-eight teachers in this group. Their distribution is shown in Table XIX. Of this number thirty-three rated on or above the fiftieth percentile and sixty-five rated below. On the personal worth scale sixty-eight fell on or above the fiftieth percentile while thirty fell below this percentile rank. Fifty-nine women teachers grouped themselves on or above the fiftieth percentile on the personal freedom scale and thirty-nine were below. On the feeling of belonging scale sixty-three indicated that they were on or above the fiftieth percentile and thirty-five indicated that they were below that mark. A high score indicated a freedom from withdrawing tendencies and on this scale the number on or above and below the fiftieth percentile was equal, forty-nine on each side. A high score also indicated a freedom from nervous symptoms but on this scale only thirty women teachers were on or above and sixty-eight women teachers were below the fiftieth percentile.

All women teachers on the California Test of Personality -- social adjustment. As Table XX on page 64

	DISTRIBUTION OF SECONDARY TEACHERS' SCORES ON THE KUDER PREFERENCE RECORD								
Percentiles	Mech	Comp	Sc	Pers	Art	Lit	Bus	SS	Cler
95----99	3	5	5	2	2	10	6	10	5
90----94	3	1	5	2	2	3	5	6	3
85----89	6	4		7	4		5	2	3
80----84	3	5		4	1	4	3	3	3
75----79	1	1	1	1	7	4	9	2	1
70----74	1	2	4	1	5	7	4	3	1
65----69	2	1	1	3		3	4	4	5
60----64	7	9	3	1	6	4	2	4	1
55----59	3	5	7	3		3	3	6	1
50----54	5	1	6	7	5	1	4	2	1
45----49	4	6	2	3	1	3	2	4	4
40----44	5	2	3	3	4	5	3	3	6
35----39	1	3	2	2	1	2	1	2	4
30----34	3	2	2	2	2		1	1	2
25----29	4	1	3	5	4	2	5	3	2
20----24	3	1	5	4	1	3	1	1	8
15----19	5	7	6	6	3	1	1	3	3
10----14	1	4	1	3	7		6	3	6
5-----9	3	7	3	3	5	8	1	5	8
0-----4	6	4	8	7	9	6	3	2	2
Totals	69	69	69	69	69	69	69	69	69

shows, women teachers rated high on the social standards scale, for ninety of the ninety-eight were on or above the fiftieth percentile. This left eight which fell below that mark. The group was not so consistent on the social skills scale, for here only forty-two were on or above and fifty-six were below the fiftieth percentile. On the anti-social tendencies scale a high score indicated a freedom from anti-social tendencies. On this scale sixty-five were on or above the fiftieth percentile and only thirty-three were below. On the family relations scale sixty-two women teachers rated on or above the fiftieth percentile and thirty-six rated below that mark. Sixty women teachers indicated themselves to be on or above the fiftieth percentile on the occupational scale and thirty-eight were below. On the community relations scale sixty-one women teachers were on or above the fiftieth percentile and thirty-seven were below.

All women teachers on the Kuder Preference Record.

The distribution of these scores is shown in Table XII on page 66. Of the ninety-eight teachers in this group thirty-five rated on or above the fiftieth percentile on the mechanical scale and sixty-three rated below. On the computational scale fifty-two teachers were on or above the fiftieth percentile while forty-six were below. On the scientific and persuasive scales the numbers on or above and below the fiftieth percentile were the same with thirty-three above and sixty-five below. Artistically the women teachers

DISTRIBUTION OF THE SCORES OF WOMEN TEACHERS ON
THE CALIFORNIA TEST OF PERSONALITY
PERSONAL ADJUSTMENT

Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. belg.	Ad. td.	Nerv. symp.	Total
95---99		4		22	7		6
90---94	6	5	19			5	3
85---89	5	9			7	6	5
80---84		12					2
75---79	12	15	17	24	21		8
70---74						10	3
65---69			18	1			5
60---64		23					4
55---59	10			16	14	9	5
50---54			5				1
45---49		9		10	14		8
40---44	18					9	10
35---39		8	10	9	9		5
30---34						15	9
25---29	10		7	5	10		3
20---24		5	6		4	17	9
15---19	8	5	7	8	4	9	5
10---14	12	1	5	2	5	7	4
5-----9	11	2	3	1	2	8	
0-----4	6		1		1	3	3
Totals	98	98	98	98	98	98	98

were sixty-three above and thirty-five below the fiftieth percentile. On the literary scale women teachers rated fifty on or above the fiftieth percentile and forty-eight below. On the musical scale the women teachers rose a little above their literary score, for they rated fifty-eight on or above the fiftieth percentile and forty below this percentile rank. On the social service scale sixty-five fell on or above the fiftieth percentile, and thirty-three below; and on the clerical scale forty rated on or above and fifty-eight below the fiftieth percentile.

All men teachers on the California Test of Personality -- personal adjustment. In this particular grouping were fifty-two cases. As shown in Table XIII, page 67, on the self-reliance scale thirty-seven rated on or above the fiftieth percentile and fifteen rated below. Forty men teachers fell on or above the fiftieth percentile on the personal worth scale while twelve fell below. On the personal freedom scale thirty-four were on or above and eighteen were below the fiftieth percentile. Men teachers rated the highest on the personal adjustment part of the test on the feeling of belonging scale, for forty-three men were on or above the fiftieth percentile and only nine were below. On the withdrawing tendency scale a high score indicated a freedom from withdrawing tendencies. On this scale thirty-five men were on or above and seventeen were below the fiftieth percentile. A high score was also desirable on the nervous symptoms

DISTRIBUTION OF THE SCORES OF WOMEN TEACHERS ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Soc. skill	A-S tend.	Fam. rel.	Occ. rel.	Comm. rel.	Total
95---99	6	2		18			1
90---94	17	3	17		7	6	7
85---89	16			13	8	16	9
80---84		13	16				8
75---79	28			1	16	18	9
70---74		15					8
65---69	10		19	15	16		3
60---64							8
55---59		9		15	13	21	2
50---54	13		13				7
45---49		15	1	10	18		7
40---44		1	11			12	11
35---39	4			6	4		5
30---34		11	8			11	4
24---29				3	3		5
20---24	3	10	4	10		4	2
15---19		10	5	3	8	5	1
10---14		2		1	5	4	1
5-----9	1	7	3	2		1	
0-----4			1	1			
Totals	98	98	98	98	98	98	98

scale to indicate a freedom from these tendencies and here thirty-two men were on or above while twenty were below the fiftieth percentile.

All men teachers on the California Test of Personality -- social adjustment. The distribution of the scores for this group is shown in Table XXIII. Of the fifty-two cases in this group forty-one of them rated on or above the fiftieth percentile and only eleven rated below that percentile rank. Thirty-five men teachers fell on or above the fiftieth percentile and seventeen fell below on the social skills scale. A high score indicated a freedom from anti-social tendencies and, on this scale thirty-four rated on or above and eighteen rated below the fiftieth percentile. Men teachers rated the highest on the personality test on the family relations scale where forty-four were on or above and only eight were below the fiftieth percentile. On the community relations scale men teachers rated thirty-three on or above the fiftieth percentile and nineteen below that mark.

All men teachers on the Kuder Preference Record. As shown in Table XXIV on page 71, of the fifty-two men teachers twenty-one rated on or above the fiftieth percentile and thirty-one rated below that percentile rank. On the computational scale twenty-five men were on or above the fiftieth percentile while twenty-seven were below. Scientifically, men rated twenty-four on or above the

	DISTRIBUTION OF THE SCORES OF WOMEN TEACHERS ON THE KUDER PREFERENCE RECORD								
Percentiles	Mech	Comp	Sc	Pers	Art	Lit	Mus	SS	Cler
95-----99	2	4	3	4	10	7	11	10	3
90-----94	3	4	4	2	8	3	6	3	3
85-----89	4	7	1	5	2	5	3	5	6
80-----84	4	4	3	1	4	2	4	4	2
75-----79	2	9	4	3	10	9	5	8	2
70-----74	2	6	5	1	4	8	5	7	3
65-----69	3	1	2	5	5	4	5	6	6
60-----64	5	10	3		6	5	6	7	8
55-----59	4	4	2	3		4	6	10	4
50-----54	6	3	6	9	14	3	7	5	3
45-----49	8	10	6			5	2	7	5
40-----44	9	4	4	4	5	6	4	1	7
35-----39	4	4	3	13	6	5	2	3	6
30-----34	6	4		3	4	5	5	3	6
25-----29	7	7	12	5	3	4	6	2	6
20-----24	8	1	10	10	3	4	2	6	9
15-----19	2	3	11	7	3	4	6	4	5
10-----14	7	1	7	9	4	3	7	5	6
5-----9	4	6	5	6	1	3	3	1	5
0-----4	8	6	7	8	6	9	3	1	3
Totals	98	98	98	98	98	98	98	98	98

**DISTRIBUTION OF THE SCORES OF MEN TEACHERS ON
THE CALIFORNIA TEST OF PERSONALITY
PERSONAL ADJUSTMENT**

Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. belg.	Wd. td.	Nerv. symp.	Total
95---99	2	4		21	6		6
90---94	7	4	7			6	1
85---89	7	6			11	12	7
80---84		6					5
75---79	8	10	12	14	6		7
70---74							4
65---69			8				5
60---64		10					1
55---59	13			8	12	7	
50---54			7				2
45---49		5		4	1		2
40---44	7					6	
35---39		4	4	2	3		1
30---34						7	7
25---29	4	1	6		4		1
20---24		2	2	1	3	3	
15---19	2		1	1	4	1	2
10---14			1		1	2	1
5-----9	2		3		1	1	
0-----4			1	1			
Totals	52	52	52	52	52	52	52

fiftieth percentile and twenty-eight below. On the persuasive scale twenty-three men were on or above the fiftieth percentile and twenty-nine were below. Artistically twenty-one men rated on or above while thirty-one rated below the fiftieth percentile. On both the musical and social service scales men teachers rated thirty-three on or above the fiftieth percentile and nineteen below. On the clerical scale twenty-two were on or above and thirty were below the fiftieth percentile.

All teachers on the California Test of Personality -- personal adjustment. This group, one hundred and fifty cases, was composed of all the teachers who took a part in the survey. The distribution of their scores is found in Table XAV on page 72. Of this group of one hundred and fifty teachers seventy of them rated on or above the fiftieth percentile and eighty were below on the self-reliance scale. On the personal worth scale 106 teachers rated on or above the fiftieth percentile and forty-two rated below. On the personal freedom scale ninety-three teachers were on or above and fifty-seven were below the fiftieth percentile. Of the 150 teachers in this group 106 rated on or above and forty-four rated below the fiftieth percentile on the withdrawing tendency scale, where a high score again indicated a freedom from such tendencies. On the nervous symptoms scale a high score was also desirable because it indicated a freedom from nervous tendencies. However, the results showed that sixty-two were on or above and eighty-eight were

DISTRIBUTION OF THE SCORES OF MEN TEACHERS ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Soc. skill	A-S tend.	Fam. rel.	Occ. rel.	Comm. rel.	Total
95---99	2	1		17	3		2
90---94	3	6	6		6	4	6
85---89	7			11	3	8	6
80---84		7	10				4
75---79	10	1			6	12	4
70---74		10					4
65---69	10		10	7	10		2
60---64							5
55---59		10		8	8	9	1
50---54	9		8	1			3
45---49		7	1	3	6	2	3
40---44			4			10	4
35---39	5			1	4		1
30---34		2	5			5	4
25---29	1			1	1		1
20---24	2	2	2	2		1	1
15---19		3	2		1	1	
10---14	2	3	1		1		1
5-----9	1		3		1		
0-----4				1	2		
Totals	52	52	52	52	52	52	52

below the fiftieth percentile.

All teachers on the California Test of Personality -- social adjustment. As shown by Table XXVI teachers in general rated high on the social standards scale for 131 of them were on or above the fiftieth percentile and only nineteen were below. On the social skills scale seventy-seven rated on or above and seventy-three rated below the fiftieth percentile. A high score was necessary to indicate a freedom from anti-social tendencies and on this scale ninety-nine teachers rated on or above and fifty-one were below the fiftieth percentile. On the family relations scale 106 teachers fell on or above the fiftieth percentile and forty-four fell below. Ninety-six teachers rated on or above the fiftieth percentile on the occupational relations scale while fifty-four fell below. On the community relations scale ninety-four teachers fell on or above the fiftieth percentile and fifty-six fell below that mark.

All teachers on the Kuder Preference Record. On the mechanical scale of the Kuder Preference Record fifty-six out of the 150 teachers rated on or above the fiftieth percentile while ninety-four rated below. On the computational scale seventy-seven teachers fell on or above and seventy-three fell below the fiftieth percentile. Scientifically fifty-seven teachers rated on or above the fiftieth percentile and ninety-three rated below. On the persuasive scale fifty-six teachers were on or above and

DISTRIBUTION OF THE SCORES OF MEN TEACHERS ON THE KUDER PREFERENCE RECORD									
Percentiles	Mech.	Comp.	Sc.	Per.	Art.	Lit.	Mus.	SS.	Cler.
95-----99	2	5	4			7	5	11	3
90-----94	1		2	2	2	1	6	7	3
85-----89	4	4		5	4	1	2	1	2
80-----84	1	1		4		5	1	2	3
75-----79	1		1		5	2	9	3	3
70-----74	1	2	1	2	3	6	5	1	1
65-----69	1	1	1	2	1	1		2	5
60-----64	4	7	5	1	3	3	2	1	1
55-----59	3	5	5	2	1	3	2	4	1
50-----54	3		5	5	2	1	1	1	
45-----49	4	4		3	1	2	2	3	1
40-----44	3	1	1	4	4	4	2	3	4
35-----39	1	3	2	1	1	2		2	2
30-----34	4	2	3	1	1		1	2	2
25-----29	3		3	4	3	1	3	2	4
20-----24	3	1	4	2	2	2			3
15-----19	4	6	3	4	3	2		2	1
10-----14		3	1	2	5		5	1	5
5-----9	2	4	2	3	5	6	1	3	7
0-----4	7	3	9	5	6	3	5	1	1
Totals	52	52	52	52	52	52	52	52	52

DISTRIBUTION OF THE SCORES OF ALL TEACHERS ON THE CALIFORNIA TEST OF PERSONALITY PERSONAL ADJUSTMENT							
Percentiles	Self rel.	Per. worth	Per. frdm.	Feel. help.	Id. td.	Nerv. sympt.	Total
95----99	2	8		45	13		12
90----94	13	9	26			11	4
85----89	12	15			18	18	12
80----84		18					7
75----79	20	25	29	38	27		15
70----74						17	7
65----69			26	1			10
60----64		33					5
55----59	23			24	26	16	5
50----54			12				3
45----49		14		14	15		10
40----44	25					15	10
35----39		12	14	11	12		6
30----34						22	16
25----29	14	1	13	5	14		4
20----24		7	8	1	7	20	9
15----19	10	5	8	9	8	10	7
10----14	12	1	6	2	6	9	5
5-----9	13	2	6	1	3	9	
0-----4	6		2	1	1	5	3
Totals	150	150	150	150	150	150	150

DISTRIBUTION OF THE SCORES OF ALL TEACHERS ON THE CALIFORNIA TEST OF PERSONALITY SOCIAL ADJUSTMENT							
Percentiles	Soc. stdn.	Soc. skill	A-S tend.	Fam. rel.	Occ. rel.	Comm. rel.	Total
95---99	8	3		35	3		3
90---94	20	9	23		13	10	13
85---89	23			24	11	24	15
80---84		10	26				12
75---79	36	1		1	22	30	13
70---74		25					12
65---69	20		29	22	26		5
60---64							13
55---59		19		23	21	30	3
50---54	22		21	1			10
45---49		22	2	13	24	2	10
40---44		1	15			22	15
35---39	9			7	8		6
30---34		13	13			16	8
25---29	1			4	4		6
20---24	5	12	6	12		5	5
15---19		13	7	3	9	6	1
10---14	2	5	1	1	6	4	2
5-----9	2	7	6	2	1	1	
0-----4			1	2	2		
Totals	150	150	150	150	150	150	150

ninety-four were below the fiftieth percentile. On the artistic scale eighty-four teachers fell on or above the fiftieth percentile and sixty-six fell below. Table XXVII shows further that on the literary scale eighty teachers were on or above the fiftieth percentile and seventy were below. Musically there were ninety-one on or above and fifty-nine below the fiftieth percentile. Teachers in general rated the highest on the social service scale for ninety-eight of them were on or above the fiftieth percentile and fifty-two were below. On the clerical scale sixty-two teachers were on or above and eighty-eight fell below the fiftieth percentile.

Distribution of all the scores on the California Test of Personality for all groups -- total personal adjustment.

This is one of the three summation sheets on which the total picture is shown. It is a compilation of all the other individual group sheets which have gone before. Table XXVIII on page 77 shows this distribution. On the total personal adjustment scale forty-three of the seventy-three elementary women fell below the fiftieth percentile. Of this forty-three more than half, twenty-seven, fell between the fiftieth and the twenty-fifth percentiles. Of the thirty that rated on or above the fiftieth percentile, nineteen fell between the fiftieth and seventy-fifth percentiles. Of the secondary women teachers tested twelve fell on or above the fiftieth percentile and seven of these

DISTRIBUTION OF THE SCORES OF ALL TEACHERS ON
THE KUDER PREFERENCE RECORD

Percentiles	Mech.	Comp.	So.	Per.	Art	Lit.	Mus.	CS	Cler.
95-----99	4	9	7	4	10	14	16	21	6
90-----94	4	4	6	4	10	4	12	10	6
85-----89	8	11	1	10	6	6	5	6	8
80-----84	5	5	3	5	4	7	5	6	5
75-----79	3	9	5	3	15	11	14	11	5
70-----74	3	8	6	3	7	14	10	8	4
65-----69	4	2	3	7	6	5	5	8	11
60-----64	9	17	8	1	9	8	8	8	9
55-----59	7	9	7	5	1	7	8	14	5
50-----54	9	3	11	14	16	4	8	6	3
45-----49	12	14	6	3	1	7	4	10	6
40-----44	12	5	5	8	9	10	6	4	11
35-----39	5	7	5	14	7	7	2	5	8
30-----34	10	6	3	4	5	5	6	5	8
25-----29	10	7	15	9	6	5	9	4	10
20-----24	11	2	14	12	5	6	2	6	12
15-----19	6	9	14	11	6	6	6	6	6
10-----14	7	4	8	11	9	3	12	6	11
5-----9	6	10	7	9	6	9	4	4	12
0-----4	15	9	16	13	12	12	8	2	4
Totals	150	150	150	150	150	150	150	150	150

twelve were between the seventy-fifth and fiftieth percentiles. Thirteen secondary women teachers fell below the fiftieth percentile and eight of these fell somewhere between the fiftieth and twenty-fifth percentiles. In the case of elementary women teachers fifty-six were below and forty-two were on or above the fiftieth percentile. Of the fifty-six below the fiftieth percentile thirty-five were grouped between the twenty-fifth and fiftieth percentiles. Of the elementary men teachers surveyed all eight rated above the fiftieth percentile and of the eight, six rated between the seventy-fifth percentile and the one hundredth percentile. Secondary men teachers rated thirty of the forty-four cases on or above the fiftieth percentile with twenty-one of the thirty falling between the seventy-fifth and one hundredth percentiles. Only fourteen cases fell below the fiftieth percentile and only three of the fourteen fell below the twenty-fifth percentile. The picture for all men teachers is quite similar. Thirty-eight of the fifty-two cases fell on or above the fiftieth percentile with twenty-six of them falling between the seventy-fifth and the one hundredth percentiles. Of the fourteen who fell below the fiftieth percentile only three rated below the twenty-fifth percentile. For the group of all teachers eighty rated on or above the fiftieth percentile and seventy rated below. Of the eighty above the fiftieth percentile fifty fell between the seventy-fifth percentile and the one hundredth percentile. Below the fiftieth percentile forty-six of the

DISTRIBUTION OF THE SCORES ON THE CALIFORNIA TEST OF PERSONALITY, ALL GROUPS TOTAL PERSONAL ADJUSTMENT							
Percentiles	Elem women	Sec women	All women	Elem men	Sec men	All men	11 teach
95---99	5	1	6	1	5	6	12
90---94	2	1	3		1	1	4
85---89	3	2	5	1	6	7	12
80---84	1	1	2	1	4	5	7
75---79	7	1	8	2	5	7	15
70---74	2	1	3	1	3	4	7
65---69	3	2	5	1	4	5	10
60---64	4		4		1	1	5
55---59	2	3	5				5
50---54	1		1	1	1	2	3
45---49	6	2	8		2	2	10
40---44	8	2	10				10
35---39	3	2	5		1	1	6
30---34	8	1	9		7	7	16
25---29	2	1	3		1	1	4
20---24	8	1	9				9
15---19	4	1	5		2	2	7
10---14	1	3	4		1	1	5
5-----9							
0-----4	3		3				3
Totals	73	25	98	8	44	52	150

seventy fell between the twenty-fifth and the fiftieth percentiles.

Distribution of all the Scores on the California Test of Personality for all groups -- total social adjustment.

The distribution of the scores for this group is shown in Table XXIX on page 80. On this compilation sheet for elementary women teachers forty-six rated on or above the fiftieth percentile and twenty-seven rated below that mark. Of the forty-six above the fiftieth percentile twenty-six fell between the fiftieth and seventy-fifth percentiles. Of the twenty-seven below the fiftieth percentile only two fell below the twenty-fifth percentile. Secondary women teachers rated sixteen above the fiftieth percentile with nine of them between the fiftieth and seventy-fifth percentiles. Of the nine below the fiftieth percentile only two were below the twenty-fifth percentile. Of the ninety-eight women teachers taking the tests sixty-two rated on or above the fiftieth percentile and thirty-six rated below that percentile rank. Of the sixty-two above the fiftieth percentile thirty-seven rated between the fiftieth and seventy-fifth percentiles and twenty-five rated above the eightieth percentile. Thirty-two of the thirty-six who rated below the fiftieth percentile were in between the fiftieth and twenty-fifth percentiles and only four fell below the twentieth percentile. Of the eight elementary men teachers tested, six rated on or above the

fiftieth percentile with five of these six falling in between the fiftieth and seventy-fifth percentiles. Not a single elementary man teacher fell below the thirtieth percentile. Thirty-one secondary men teachers rated on or above the fiftieth percentile. Twenty of the thirty-one rated on or above the seventy-fifth percentile. Of the thirteen secondary men below the fiftieth percentile two fell below the twenty-fifth percentile. For the group consisting of all men teachers thirty-seven rated on or above the fiftieth percentile, and twenty-two of the thirty-seven rated on or above the seventy-fifth percentile. Of the fifteen who fell below the fiftieth percentile only two were below the twenty-fifth percentile. For all teachers the ratio above the fiftieth percentile in total social adjustment is almost two to one for there were ninety-nine above the fiftieth percentile and fifty-one below. Of the ninety-nine, fifty-three rated on or above the seventy-fifth percentile. Of the fifty-one below the fiftieth percentile only six rated below the twenty-fifth percentile.

Distribution of all the scores on the California Test of Personality for all the groups -- total adjustment. This is a summation sheet of the total adjustment for all the groups. Table XXX on page 83 gives this distribution. The number of elementary women on or above and below the fiftieth percentile was divided almost equally, as thirty-seven were above and thirty-six were below. Of the thirty-

**DISTRIBUTION OF THE SCORES ON THE CALIFORNIA TEST
OF PERSONALITY, TOTAL SOCIAL ADJUSTMENT
ALL GROUPS**

Percentiles	All women	Sec women	All women	Elem men	Sec men	All men	All teach
95---99	1		1		2	2	3
90---94	4	3	7	1	5	6	13
85---89	6	3	9		6	6	15
80---84	7	1	8		4	4	12
75---79	8	1	9	1	3	4	13
70---74	5	3	8	1	3	4	13
65---69	1	2	3	2		2	5
60---64	6	2	8		5	5	13
55---59	2		2	1		1	3
50---54	6	1	7		3	5	10
45---49	4	3	7		3	3	10
40---44	8	3	11		4	4	15
35---39	5		5	1		1	6
30---34	4		4	1	3	4	8
25---29	4	1	5		1	1	6
20---24	1	1	2		1	1	3
15---19		1	1		1		1
10---14	1		1			1	2
5-----9							
0-----4							
Total	73	25	98	8	44	52	150

seven that rated above the fiftieth percentile sixteen were above the seventy-fifth percentile. Of those below the fiftieth percentile only five rated below the twenty-fifth percentile. For secondary women teachers fifteen rated on or above the fiftieth percentile with the fifteen being well distributed between the fiftieth and the one hundredth percentiles. Of the ten below the fiftieth percentile three were below the twenty-fifth percentile. For all women teachers fifty-two were on or above and forty-six were below the fiftieth percentile. This distribution of the fifty-two above the fiftieth percentile was well scattered with no clustering in any one percentile rank. Of the forty-six below the fiftieth percentile only eight were below the twenty-fifth percentile. Elementary men teachers rated seven of the eight above the fiftieth percentile. Of these seven only one rated above the twenty-fifth percentile. The one elementary man teacher who rated below the fiftieth percentile rated between the forty-fifth and forty-ninth percentiles. Of the thirty secondary men teachers that rated above the fiftieth percentile, twenty-one rated either on or above the seventy-fifth percentile. Fourteen secondary men teachers fell below the fiftieth percentile and of these fourteen only two fell below the twenty-fifth percentile. In the case of all men teachers thirty-seven rated on or above the fiftieth percentile. Of the thirty-seven above the fiftieth percentile twenty-four rated on or above the seventy-fifth percentile. Of the fourteen who

rated below the fiftieth percentile in this group only two rated below the twenty-fifth percentile. In the case of all teachers eighty-nine fell on or above the fiftieth percentile and sixty-one fell below that mark. Of the eighty-nine above the fiftieth percentile fifty-three rated on or above the seventy-fifth percentile. Of the sixty-one that fell below the fiftieth percentile only ten fell below the twenty-fifth percentile.

The questionnaire -- elementary men. Of the eight elementary men teachers tested their experience varied from one-half year to fifteen years for an average of 4.875. Of the eight, five had no counseling and still planned to teach. Two of the eight had no counseling of which one had planned to teach, and one of the group had entered the teaching profession by chance. One who had no counseling took educational training preparatory to entering the army air corps and took up teaching after his discharge because he had sufficient training to get into the teaching profession at that time.

Questionnaire -- secondary men. The experience range for this group ran from no experience or a beginning teacher to thirty-eight years of experience. The average for this group was 9.113 years. Of the forty-four in this group thirty-two had received no counseling and twelve had received counseling. Of the thirty-two who had no counseling, twenty-four had planned to enter the teaching

DISTRIBUTION OF THE SCORES ON THE CALIFORNIA TEST OF PERSONALITY, TOTAL ADJUSTMENT ALL GROUPS							
Percentiles	Elem. women	Secun. women	All women	Elem. men	Secun. men	All men	All Teach
95-----99	4		4		3	3	7
90-----94		2	2	1	2	5	5
85-----89	7	2	9		9	9	18
80-----84	5	2	7		5	5	12
75-----79	5	2	7	2	2	4	11
70-----74	3	2	5	2	2	4	9
65-----69	2	1	3		2	2	5
60-----64	4	2	6	2	2	4	10
55-----59	1		1		3	3	4
50-----54	6	2	8				8
45-----49	10	1	11	1	3	3	14
40-----44	7	2	9		3	4	13
35-----39	5		5		4	4	9
30-----34	3	2	5		1	1	6
25-----29	6	2	8		1	1	9
20-----24	2	1	3		1	1	4
15-----19		2	2		1	1	3
10-----14	1		1				1
5-----9	2		2				2
0-----4							
Totals	73	25	98	6	44	52	150

profession and of the twelve who had counseling, ten had planned to teach.

Questionnaire -- elementary women. The experience for the elementary women ran from a beginning teacher to one who had taught for thirty years giving an average of 10.890 years of experience for this group. Sixty-nine of seventy-three elementary women had received no counseling, however, fifty-six had planned to teach. Of the four who had counseling three planned to enter the teaching profession. The thirteen who had no counseling and did not plan to teach gave various reasons for being in the teaching profession.

Questionnaire -- secondary women. The average number of years of experience for this group was 9.604. This ranged from a beginning teacher to one with twenty-seven years of experience. Of the twenty-five teachers in this group twenty-one had no counseling and four had counseling. Three of the four who had counseling planned to teach, and seventeen of those without counseling had planned to teach. One of the four who had counseling entered the profession by chance, and four who had no counseling gave various reasons for choosing the teaching profession.

Correlations -- general. The original plan was to run correlations of each sub-division of the California Test of Personality with each scale of the Kuder Preference Record for each of the groups into which the teachers had been

divided, but several factors prohibited this. First, some of the groups of teachers were too small to give any authenticity to the results. The elementary men teachers, a group of only eight cases, was much too small if valid results were to be expected. Second, there were only fifteen test items on the sub-divisions of the California Test of Personality, and it was thought that this was not enough items to give a good picture of what the test was attempting to show. Third, the correlations between the different fields of the personality test and the scales of the interest test should not be picked at random. Fourth, a representative group of sufficient size should be chosen so that the results would be indicative of the other groups. Fifth, if the survey was to be conducted in order to secure the last possible bit of statistical information from the tests, the inter-related correlations could be run almost indefinitely. A line had to be drawn somewhere; therefore, it was decided that the elementary teachers who composed the largest single group represented on the survey, should be used. The plan decided upon was to correlate the three personality fields, total personal adjustment, total social adjustment and total adjustment with all the scales on the interest test. Table XXXI shows these correlations. Of the twenty-seven correlations that were computed sixteen were zero correlations. Of the twenty-seven correlations computed nine were negative zero correlations, and six out of the twenty-seven were negative correlations slightly higher than

zero. No correlation either positive or negative was greater than .3911. Since a correlation should be at least .75 to be significant, the ones obtained on this survey as shown on the table do not hold much significance. The highest group of correlations was found to exist between the literary scale on the interest test and the three scales of the personality test. The group showing the lowest correlations was found between the musical scale on the interest test and the three fields of the personality test. Out of the twenty-seven correlations computed fifteen had a probable error larger than the correlation.

Correlations -- miscellaneous. The surveyor has felt for some time that there should be correlations between certain personality traits and certain interest fields. A few miscellaneous correlations were run in an attempt to prove or refute this assumption. In every one of the cases the correlations were not high enough to be significant, but in one or two instances the correlations did approach significance. A correlation was computed using the scores found on the occupational relations scale of the personality test and the mechanical scale of the interest test. The scores for secondary men which composed a group of forty-four teachers were used. The correlation found was .2950 plus or minus a probable error of .0928. Then a correlation was computed between the musical scale on the interest test and the occupational relations scale of the personality test.

Correlations between the Total Personal Adjustment,
Total Social Adjustment, and Total Adjustment and
the Nine Interest Fields:

		California Test of Personality		
		Total Personal Adjust	Total Social Adjust	Total Adjustment
Kuder Preference Record	ech	.0173 ± .0719	-.0730 ± .0725	-.0712 ± .0719
	Comp	-.0313 ± .0713	-.0166 ± .0719	-.1270 ± .0777
	Sc	.0191 ± .0719	-.0332 ± .0718	-.0274 ± .0719
	Pers	-.1063 ± .0710	-.1617 ± .0620	-.1612 ± .0769
	Art	.1189 ± .0778	.0143 ± .0790	.0300 ± .0719
	Lit	.2110 ± .0754	.2848 ± .0725	.3911 ± .0669
	Mus	-.0215 ± .0713	.0031 ± .0719	-.0069 ± .0719
	SS	.0701 ± .0715	.2115 ± .0751	-.0362 ± .0773
	Cler	.0419 ± .0718	-.1818 ± .0762	-.1281 ± .0776

test. Again the scores for secondary men were used. The correlation found was .1749 plus or minus a probable error of .0986. Another correlation was computed using the scores of secondary women on the artistic scale of the interest test and the personal adjustment scale of the personality test. Again the correlation was found to be insignificant as it was negative .0909 plus or minus a probable error of .1337. Using the scores of secondary women again, a correlation was computed between the scores of the Total Adjustment scale of the California Test of Personality and the artistic scale of the Kuder Preference Record. The correlation was $-.1215$ with a probable error of .1325. A correlation was computed using secondary women scores of the total personal adjustment, total social adjustment, and total adjustment and the scores of the musical scale. The correlations were respectively, $-.1073$ plus or minus .1333, $-.1319$ plus or minus .1325, and $-.1184$ plus or minus .1329. The identical scales were used for secondary men and the results were as follows: musical with total personal adjustment was $-.2197$ plus or minus .0968, total social adjustment with musical was $-.1144$ plus or minus .1000, and the total adjustment with musical was $-.1975$ plus or minus .0974. Using the scores of the secondary men again, the scores on the social service scale of the interest test were correlated with the scores obtained on the personal adjustment scale, the social adjustment scale, and the total adjustment scale of the personality test. For the self adjustment and the social service the correlation was .4486

plus or minus .0800; for the social adjustment scale with the social service scale the correlation was .4484 plus or minus .0709; and the total adjustment with the social service was .5334 plus or minus .0726. A final correlation was computed using the scores of secondary women. The scores of the social service scale on the interest test were correlated with the scores of the community relations scale on the personality test. The correlation found was .659 plus or minus .076.

Comparison of the scores of all teachers, men teachers, and women teachers on the California Test of Personality -- total personal adjustment. In order to compare the total personal adjustment of the above mentioned groups ogives were constructed. Figure 1 shows these comparisons. Men teachers in general have their median falling nearly on the seventy-fifth percentile. Teachers in general have their median falling on the fifty-seventh percentile. Women teachers in general are the lowest of the groups with their median falling on the forty-sixth percentile.

Comparison of the scores of all teachers, men teachers, and women teachers on the California Test of Personality -- total social adjustment. Figure 2 on page 91 shows the comparisons of these groups on the total social adjustment. On this particular comparison the percentile rankings are closer together. Men teachers in general are still the highest of the groups with teachers in general next and

COMPARISON OF THE SCORES OF ALL
TEACHERS, TEN TEACHERS, AND ONE TEACHER
TOTAL PERSONAL ADJUSTMENT

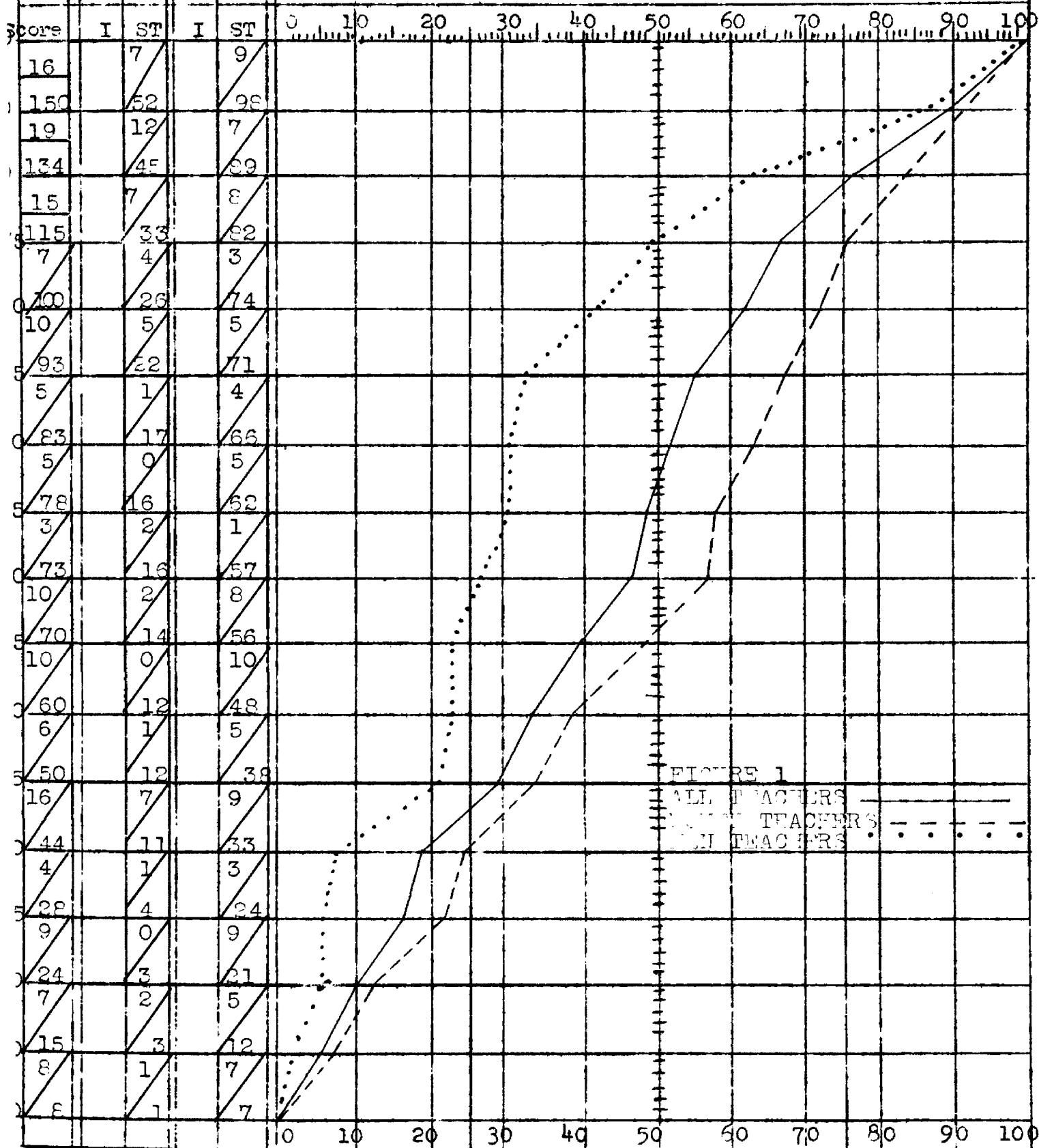


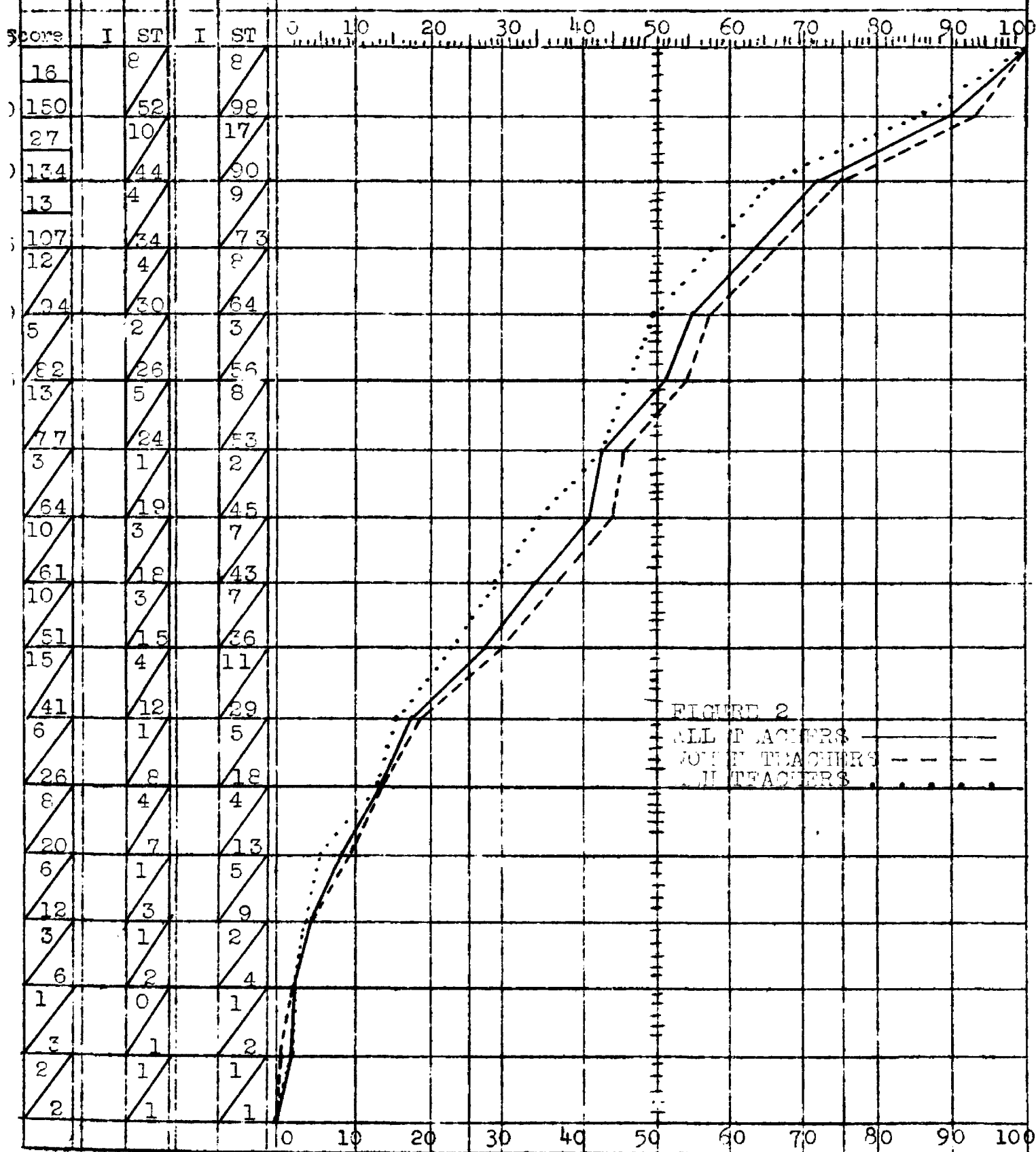
FIGURE 1

ALL TEACHERS

TEN TEACHERS

ONE TEACHER

COMPARISON OF THE SCORES OF ALL
TEACHERS, MEN TEACHERS, AND WOMEN TEACHERS
TOTAL SOCIAL ADJUSTMENT



women teachers in general still the lowest of the groups. Men teachers do not have as great an advantage as they had on the total personal adjustment, nor do they have as high a percentile ranking as they had on the total personal adjustment scale. On the total social adjustment scale men teachers in general had a percentile ranking of seventy, and on the total personal adjustment scale men in general had a percentile ranking of fifty-seven on the total personal adjustment scale and a percentile ranking of nearly sixty-five on the total social adjustment scale. Women teachers in general rose from a percentile ranking of forty-six on the total personal adjustment scale to sixty-three on the total social adjustment scale.

Comparison of the scores of all teachers, men teachers, and women teachers on the California Test of Personality -- total adjustment. Figure 3 on page 93 shows the comparison of these groups on the total adjustment scale. Men in general are still at the top with a percentile ranking of seventy-three. Teachers in general come next and have a percentile ranking of sixty-one. Women teachers in general are still the lowest of the three groups with a percentile ranking of fifty-two.

Comparison of the scores of all teachers with experience over ten years with the scores of all teachers with experience under ten years. Figure 4 on page 94 shows the comparison between the two above mentioned groups. Those with over ten years of experience have a percentile ranking of forty-eight while those with less than ten years of experience have a percentile ranking of sixty-one.

COMPARISON OF THE SCORES OF ALL
TEACHERS, MEN TEACHERS, AND WOMEN TEACHERS
TOTAL ADJUSTMENT

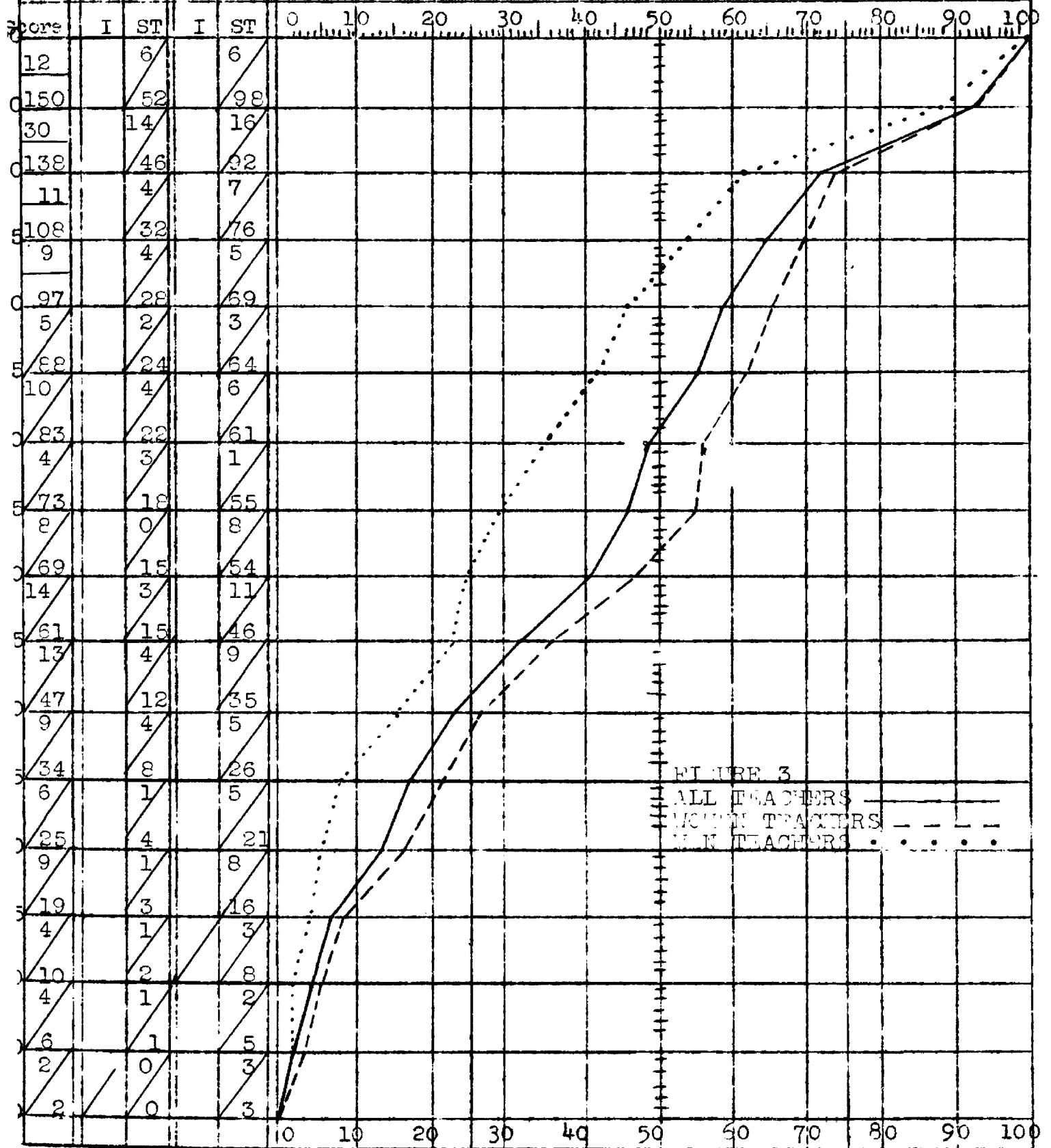
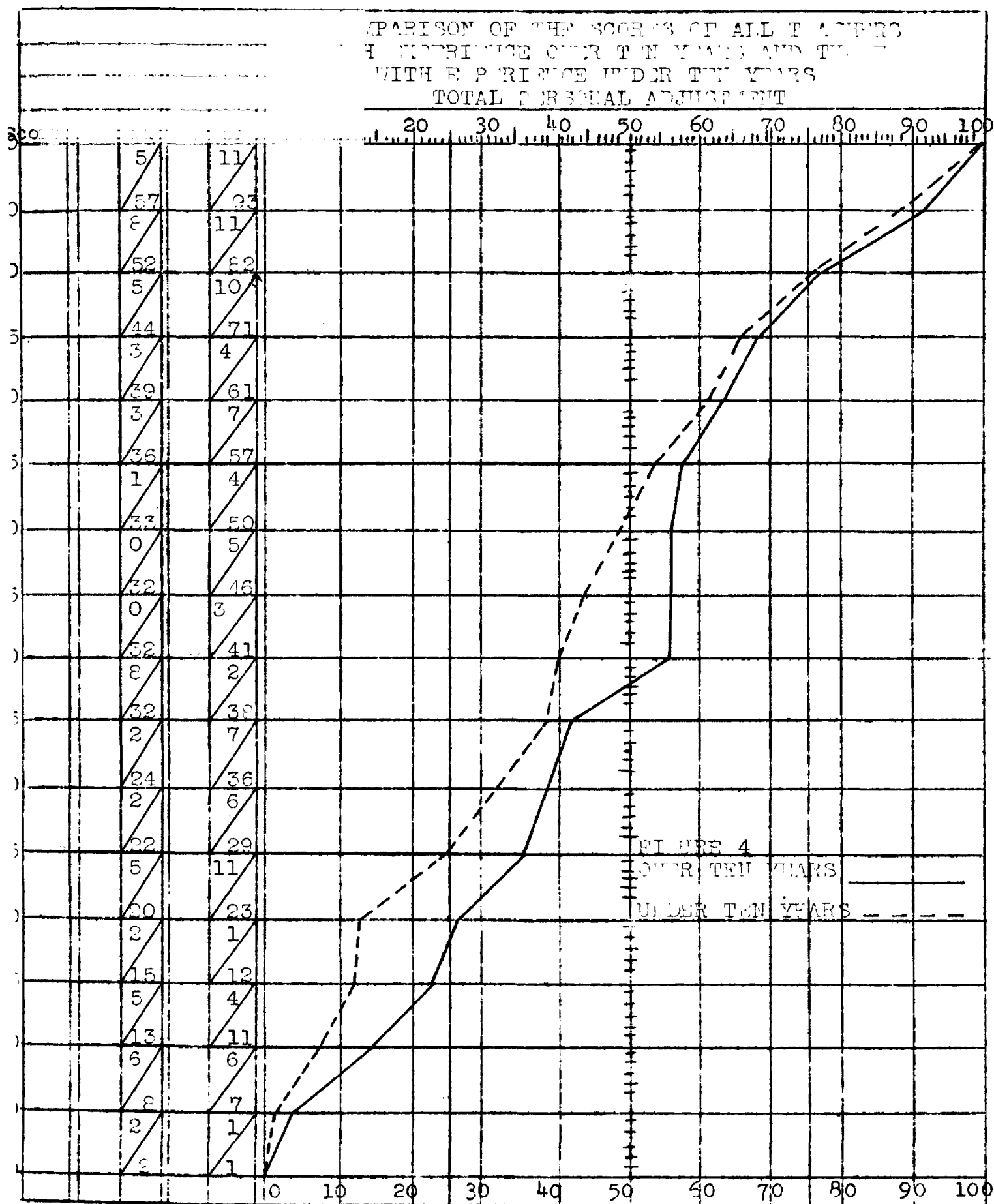


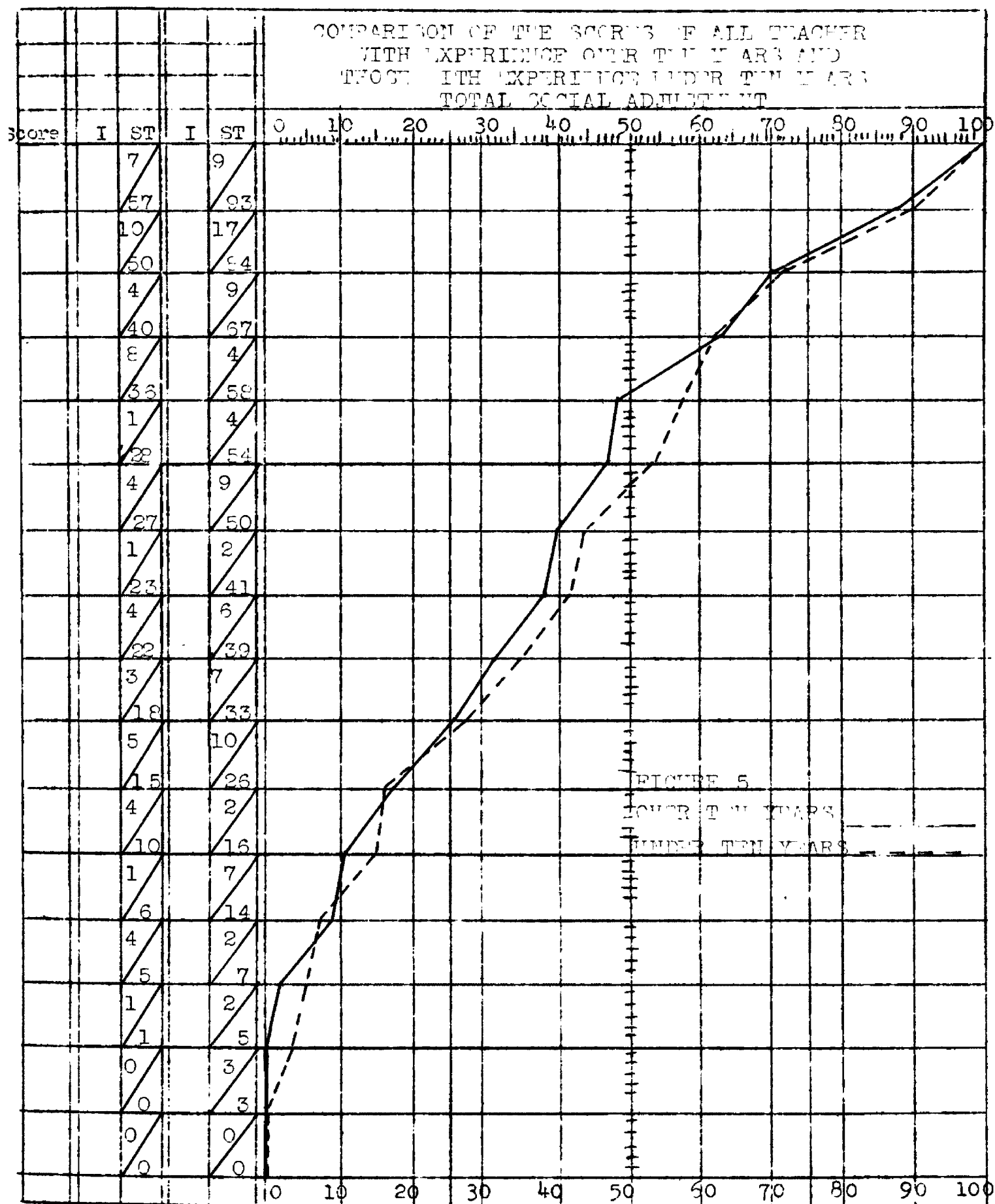
FIGURE 3

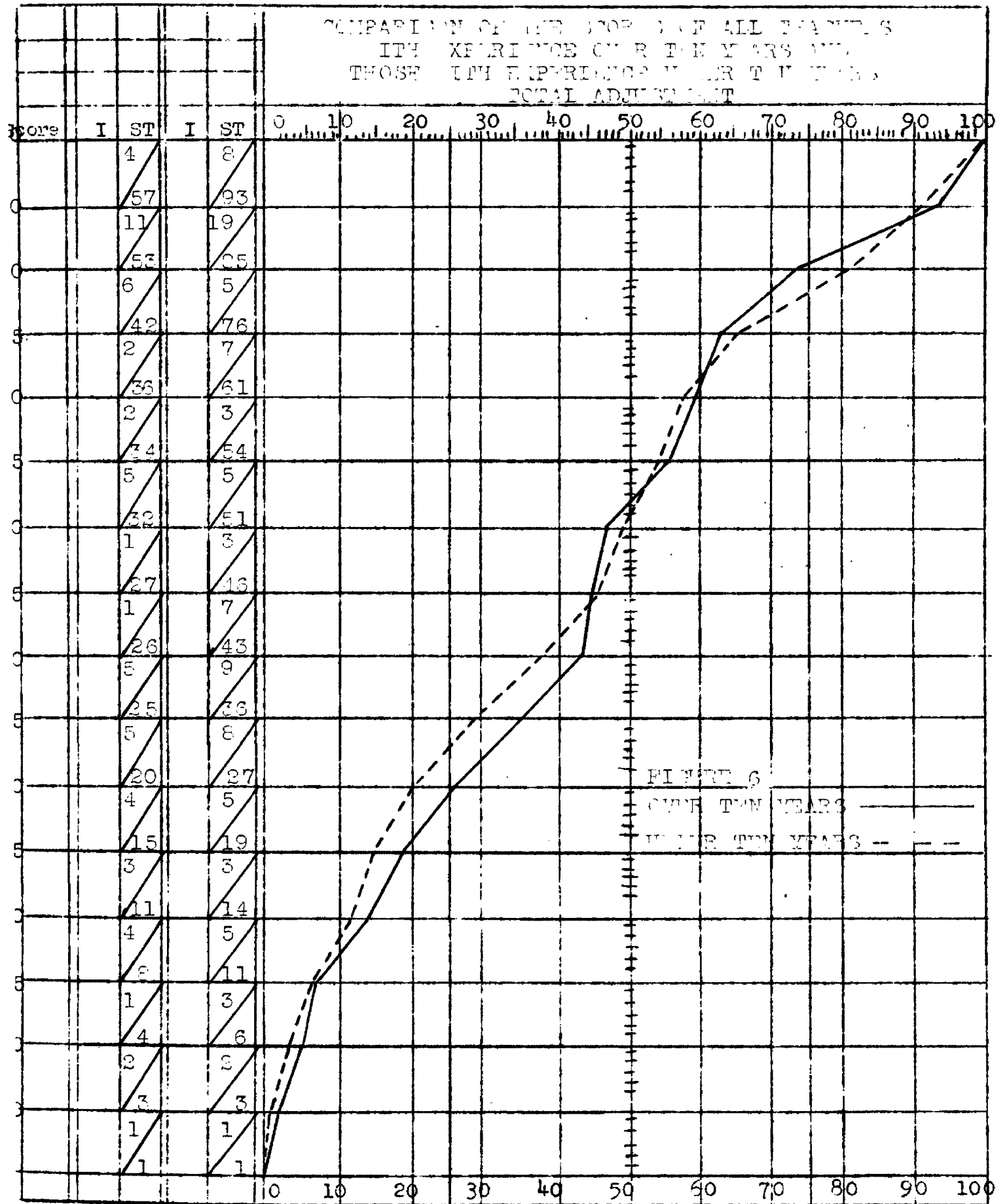
ALL TEACHERS ———
MEN TEACHERS - - -
WOMEN TEACHERS . . .



Comparison of the scores of all teachers with experience over ten years with the scores of those with under ten years of experience. As Figure 5 shows the percentile ranking of the two groups on the total social adjustment is changed somewhat. In this particular instance teachers with over ten years' experience have a percentile ranking of about seventy while teachers with less than ten years of experience have a percentile ranking of sixty-three. The teachers with less than ten years of experience had a higher percentile ranking on the total personal adjustment scale than the teachers with over ten years of experience; but, on the total social adjustment scale teachers with over ten years of experience had a higher percentile ranking than teachers with less than ten years of experience.

Comparison of the scores of all teachers with experience over ten years with the scores of teachers with under ten years of experience. The percentile rankings of the two groups are almost together on the total adjustment scale as shown in Figure 6. On this particular comparison teachers with over ten years of experience had a slightly higher percentile ranking than did the teachers with less than ten years of experience. Teachers with over ten years of experience had a percentile ranking of sixty-two while teachers with less than ten years of experience had a percentile ranking of sixty-one.





CHAPTER V

INTERPRETING THE RESULTS

It is well to keep in mind that the findings obtained in this survey in no way imply that what is true for the group surveyed is also true for either teachers in Montana or teachers in general throughout the United States. The findings are restricted to the group surveyed. Also, the results obtained from the group composed of elementary men are given for examination purposes only.

Comparison of elementary women teachers with the rest of the groups -- personal adjustment. When the scores of elementary women were compared with the scores of secondary women on the personal adjustment scale, it was found that elementary women have a tendency to be more self-reliant than secondary women. Elementary women have a tendency to rank slightly higher than the secondary women in the personal worth field, but have a tendency to rank lower than the secondary women on the personal freedom scale. Elementary women teachers tend to have an advantage over their secondary sisters in the feeling of belonging field, but secondary women have a tendency to be more free from withdrawing tendencies. Elementary women teachers indicated that they have a tendency toward more nervous symptoms than secondary women teachers. In the total picture of their personal adjustment secondary women teachers have a slight tendency to rate over the elementary

women teachers. However, the relationship between the difference of the means and the standard error of the differences is not large enough to show any significant differences between the two groups.

Elementary women teachers tend to be lower than elementary men teachers in all subdivisions of the personal adjustment scale but one, that of personal freedom. Even here the tendency to rate higher is slightly in favor of the elementary women. Elementary women teachers tend to be more nervous by a ratio of more than two to one; and they also exhibit the same ratio in the field of withdrawing tendencies. On the total personal adjustment scale elementary men teachers tend to be totally better adjusted than elementary women teachers by a ratio again of more than two to one. The few number of cases involved and the variability of the scores caused the results of this group to be unreliable.

Secondary men teachers tend to be better adjusted personally in every department than are elementary women teachers. The men tend to show more self-reliance by a two to one ratio, and also tend to have a slight edge in their feeling of personal worth. The only department in which the elementary men teachers had a tendency to be bettered by elementary women teachers was on the personal freedom scale, but even here the elementary women tend to run only a close second to secondary men. On the scale of a feeling of belonging the difference is not much but tends to give

the secondary men the benefit of the doubt. Secondary men tend to have a small advantage on the freedom from withdrawing scale, but on the nervous symptoms scale the tendency for this advantage is in favor of the secondary men again almost two to one. In the total personal adjustment the secondary men teachers have a tendency to rank higher than the elementary women teachers. The mean differences between these two groups were so small that a significant difference is absent.

When elementary women teachers are compared with all elementary teachers, elementary women have a tendency to rate better on only one scale, that of personal freedom. The percentile ranks of elementary women teachers tended to approach those of all elementary teachers only because the scores of the elementary men were computed with the scores of elementary women, which, in the case of the women, brought their total percentile rank up and in the case of the elementary men, brought their total percentile rank down. However, when elementary women teachers are compared with all elementary teachers, they tend to rate below in every phase of their total personal adjustment but one. The mean differences are not sufficiently large to be of statistical significance.

When elementary women teachers are compared with secondary teachers on the personal adjustment scale, the tendency is in favor of the secondary teachers. In all but one phase of the personal adjustment scale secondary teachers tend to exceed the percentile efforts of elementary

women teachers. On the personal freedom scale the elementary women teachers have a tendency to be in the higher percentile rank. In the total personal adjustment the elementary women teachers tend to be inferior to secondary teachers, but not to any significant degree as shown by the critical ratio of 1.93.

When elementary women teachers are compared with women teachers in general, the percentile ranks of the elementary women teachers tend to approach those of all women teachers because of the influence of the secondary women teachers' scores on the total scores. In the self-reliance field the number above the fiftieth percentile is almost identical for each group -- thirty-three for all women teachers, and thirty-one for elementary women teachers. This would indicate that women teachers in general tend to be more self-reliant than elementary women teachers. On the personal worth scale there is a small difference between the two groups with women teachers in general having a tendency to hold the advantage. This also indicated that women teachers in general have a tendency to rate higher on the personal worth scale than elementary women teachers. On the personal freedom scale elementary women teachers tend to rank higher than women teachers in general. On the feeling of belonging scale, the freedom from withdrawing tendencies scale, and the freedom from nervous symptoms scale the difference again tends to be in favor of the women teachers in general. When all women teachers are

compared with elementary women teachers on the total personal adjustment scale, the differential tends to be in favor of the women teachers in general, but the mean difference between the two groups is not large enough to show any statistical difference that is significant.

Men teachers in general tend to be better personally adjusted than elementary women teachers. In every phase of the personal adjustment scale men teachers in general had a tendency to rate ahead of elementary women teachers. In only one field did the elementary women tend to approach the percentile ranks of the men teachers in general, and that was on the personal freedom scale where the men were ahead by only one percentage point. On the total personal adjustment scale the percentile rank of men in general tended toward a two to one ratio over elementary women. This difference is significant as the mean difference is 3.11 times the standard error of the differences.

When elementary women teachers were compared with all teachers on the total personal adjustment scale, the picture tends to change very little. Only once does the percentile rank of the elementary women teachers tend to exceed that of teachers in general and that is on the sense of personal freedom scale. On all other scales teachers in general tend to exceed elementary women teachers. The differences are not large, in fact they are so small that the critical ratio of .94 on the total personal adjustment scale is not significant.

Comparison of elementary women teachers with the rest of the groups -- social adjustment. While elementary women may tend to be on the inferior side of the personal adjustment scale, they tend to present a somewhat better picture on the social adjustment scale. While elementary women tend to exceed secondary women in only two fields of this adjustment scale, that of social standards and that of occupational relations, they tend to rate close to their secondary sisters on the rest of the subdivisions of the test. On the total social adjustment scale secondary women teachers tend to exceed the elementary women by one percentage point. This slight difference is made more evident by a small critical ratio of .43 which is far from significant.

Elementary women teachers tend to rank above secondary men teachers in their social standards but fall below the secondary men's percentile rank on the social skills scale. On the freedom from anti-social tendencies scale there are only two percentage points difference with the secondary men teachers having the advantage. In their family relations secondary men teachers have a tendency to rate much higher than elementary women teachers, but there is little difference between the two groups in their occupational relations. In their community relations the secondary men had a tendency to rate higher than elementary women teachers. There is a tendency for secondary men to rate higher on their total social adjustment than elementary

women but it is only a slight tendency. This tendency is borne out by a critical ratio of 1.66.

When elementary women teachers are compared with all elementary teachers on the social adjustment scales, the situation for the elementary women teachers improves. Elementary women teachers tend to have better social standards, but elementary teachers tend to exhibit better social skills. Elementary women teachers are less likely to be anti-social and tend to have better family relations than elementary teachers in general, but elementary teachers tend to have higher occupational ratings than elementary women. Elementary women have a tendency to show better community relations, but on the total social adjustment picture elementary teachers tend to be better adjusted than elementary women teachers. However, the differences of the means is so small that the critical ratio of .21 is statistically insignificant.

Of the six phases of the social adjustment scale secondary teachers tend to rate higher than elementary women teachers in four. Secondary teachers have a tendency to rate higher in social skills, freedom from anti-social tendencies, family relations, and community relations, while elementary women tend to rate higher in social standards and occupational relations. On the total social adjustment picture secondary teachers tend to be better adjusted than elementary women teachers. A critical ratio of 1.19 is evidence of only a slight tendency in favor of secondary

teachers.

When women teachers in general are compared with elementary women teachers, there is little difference in their tendencies in the social adjustment. There is not over three percentage points' difference in any one of the phases of the social adjustment scales between the two groups. Elementary women teachers tend to have a slight advantage in their social standards, and have a tendency to have higher social skills; but women teachers in general have a tendency to less anti-social. Both groups exhibited the same tendencies in their family relations. Elementary women tend to have better occupational relations, but women teachers in general have a tendency to show better community relations. On the total social adjustment women teachers in general have a tendency to rate higher than elementary women teachers but have little to authenticate their higher tendency in a critical ratio of .70.

Elementary women teachers tend to show better social standards than men teachers in general, but the men teachers have a tendency to rate higher than elementary women on all of the rest of the phases of the social adjustment scale. Men teachers tend to have better social skills and tend to be less anti-social. In their family, occupational, and community relations men teachers tend to be better adjusted than elementary women teachers. In the total picture men teachers hold no statistical advantage over elementary women as shown by the critical ratio of 1.21.

Although elementary women teachers tend to be better socially adjusted than the people upon whom the test was standardized, they still do not come up to the average teacher when compared with teachers in general. Elementary women tend to have better social standards than teachers in general, but that is the only field in which they tend to rank higher. Teachers in general tend to have better social skills and tend to be less anti-social. Teachers in general have a tendency to exhibit better family, occupational, and community relations. In the total analysis elementary women teachers tend to be only a close second to teachers in general, but the difference lacks much of being significant because the critical ratio is only .70.

Secondary women teachers as compared with the rest of the groups -- personal adjustment. When secondary women teachers are compared with secondary men teachers on this adjustment scale, the scores show that the secondary men have a tendency to rate higher than secondary women in every phase of the test. Secondary men tend to be more self-reliant by a goodly margin; but, on the personal worth scale, secondary women are out-ranked by secondary men by only one percentage point. Secondary men tend to show more personal freedom, but do not show as great a tendency to be reticent as secondary women. Secondary women have a tendency to be more nervous than secondary men and tend to exhibit more withdrawing tendencies than the men. As a

totally adjusted person on the personal adjustment scale, secondary women teachers tend to lag behind secondary men. The statistical difference is 2.11 which is not large enough to be statistically significant.

When secondary women teachers are compared with elementary men teachers, the picture brightens just a little. On this particular comparison elementary men have a tendency to be much more self-reliant than secondary women, but secondary women exhibit better personal worth tendencies. Elementary men have a tendency to show more personal freedom and show more tendencies to belong than secondary women teachers. On the withdrawing tendencies scale and the nervous symptoms scale secondary women tend to be more poorly adjusted than elementary men by a ratio of more than two to one. On the total personal adjustment scale secondary women tend to be less well adjusted than elementary men teachers. The population of the group composed of elementary men is so small the unreliability of the average is so great significance is absent.

Secondary women teachers tend to exhibit better qualities of self-reliance than elementary teachers in general and tend to have a better feeling of personal worth. When the personal freedom scale is studied, elementary teachers in general exhibit more personal freedom tendencies than secondary women teachers. Both groups are well above the fiftieth percentile on the feeling of belonging scale but the elementary teachers tend to have the edge.

Secondary women teachers have a tendency to be more withdrawing as well as more nervous than elementary teachers in general, but on the total personal adjustment level secondary women teachers tend to be better adjusted than elementary teachers in general, however the critical ratio of 1 is not statistically significant.

Secondary women teachers do not show as great a tendency to be self-reliant as secondary teachers in general. Secondary women teachers tend to be just as worthwhile personally as secondary teachers in general. Secondary teachers in general, however, tend to belong, to exhibit fewer withdrawing tendencies, and to be less nervous than secondary women teachers. As a totally adjusted person on the personal adjustment scale, secondary women tend to be less well adjusted than secondary teachers in general, however the critical ratio of 1.42 is not statistically significant.

Secondary women teachers tend to exhibit more qualities of self-reliance than women teachers in general, and they tend to be more conscious of their personal worth than are women teachers in general. Women teachers in general indicated a greater tendency for personal freedom than secondary women teachers, but both groups tend to be equal on the feeling of belonging scale. Women teachers in general have a tendency to exhibit fewer withdrawing tendencies but secondary women teachers tend to be less nervous than women teachers in general. However, secondary

women teachers tend to have a slight advantage over women teachers in general on a total personal adjustment basis, but the critical ratio of .18 is statistically insignificant.

Secondary women teachers tend to compete with men teachers in general in only one department -- that of a feeling of personal worth where both groups tend to be nearly identical in their expressions. Men teachers in general tend to be more self-reliant, to exhibit more personal freedom, to have a greater tendency to belong, to exhibit fewer withdrawing tendencies, and have a tendency to be less nervous than secondary women teachers. On the total personal adjustment scale secondary women teachers tend to be less well adjusted than men teachers in general. The critical ratio of 2.11 indicates that there are about 98 chances out of one hundred of the difference being a true difference greater than zero.

Secondary women teachers have a tendency to be less self-reliant than teachers in general. While teachers in general tend to approach the level of secondary women on the personal worth scale, they have a tendency to be less well adjusted on this scale. Teachers in general tend to have a better feeling of belonging, while secondary women tend to exhibit more withdrawing tendencies. Secondary women also tend to be more nervous. On the total personal adjustment scale the secondary women teachers tend to be more poorly adjusted than do teachers in general, but again the critical ratio of .56 is so small that the difference

has no significance.

Secondary women teachers as compared with the rest of the groups -- social adjustment. Secondary women teachers have a tendency to exhibit better social standards than secondary men teachers, and secondary women have a tendency to show better social skills also. Secondary men tend to have better family relations than secondary women teachers. Secondary men have a tendency to exhibit better occupational relations, but secondary women tend to have a tendency to exhibit better community relations. As a total socially adjusted group secondary men teachers tend to exhibit more favorable social traits than secondary women teachers, but the ratio of the differences of .59 as shown by the critical ratio is statistically insignificant.

Secondary women teachers tend to have better social standards than elementary men, but the elementary men have a tendency to exhibit better social skills than secondary women. Elementary men tend to be more anti-social, but tend to have better family relations. Secondary women tend to exceed elementary men in community relations, but elementary men tend to exhibit better occupational relations. On the total social adjustment scale elementary men have a tendency to rate higher than secondary women teachers. Again, the results are influenced and not authentic because of the small population.

Elementary teachers in general tend to have better

social standards and social skills than secondary women teachers, but elementary teachers in general tend to be more anti-social. Secondary women show a tendency for better family relations, but tend to fall behind elementary teachers in general in occupational relations. Secondary women tend to fit into the community better than elementary teachers, but on the total social adjustment elementary teachers in general tend to be better adjusted than secondary women; however, the critical ratio of 1 is statistically insignificant.

Secondary women tend to exhibit better social standards than secondary teachers in general, but do not tend to exhibit as good social skills. Secondary teachers in general seem to be more anti-social than secondary women, but tend to be better adjusted in their family relations than secondary women. Secondary women still tend to fit into community relations better than secondary teachers in general. However, on the total social adjustment level secondary teachers in general show a tendency to be better adjusted, but of such a small difference the critical ratio of .40 has little statistical significance.

Women teachers in general tend to have better social standards than secondary women, but the secondary women tend to have better social skills. Women teachers in general show a tendency to be more anti-social, but in their family relations secondary women have a tendency to exceed women teachers in general. Women teachers in general tend to have

better occupational relations, but secondary women tend to fit into the community picture better. On a total social adjustment level secondary women teachers have a tendency to be better adjusted than women teachers in general, but with a critical ratio of only .62 the difference can hardly be mentioned.

Secondary women teachers tend to have better social standards but tend to have poorer social skills than men teachers in general. Men teachers tend to be more anti-social but tend to be better adjusted in their family relations. Secondary women tend to have poorer occupational relations but tend to fit into the community relations better than men teachers in general. As a totally adjusted social group men teachers in general have a tendency to be better adjusted than secondary women. However, a critical ratio of .59 gives little statistical significance to the difference.

Secondary women teachers have a tendency to be a little better than teachers in general in their social standards, but they do not have a tendency to reach the level of teachers in general in social skills. Secondary women tend to be more anti-social than teachers in general. Neither do secondary women tend to reach the level of teachers in general in their family relations. Teachers in general tend to have better occupational relations, but tend to be low compared with secondary women in their community relations. Teachers in general tend to be better

adjusted socially than secondary women teachers, but a critical ratio of .05 has no statistical value.

Secondary men teachers as compared with the rest of the groups -- personal adjustment. Elementary men teachers tend to be more self-reliant than secondary men, but tend to think less of their own personal worth than secondary men. Secondary men tend to have more personal freedom in their relations with others than elementary men, but elementary men exhibit more of a tendency to belong. Secondary men have a tendency to withdraw within themselves and have a tendency to exhibit more nervous symptoms than elementary men. As a totally adjusted personal group secondary men tend to rate below the level of elementary men. However, statistical significance is absent because of the small population of the group causing too much unreliability of the averages.

Elementary teachers in general have a tendency to rate lower than secondary men teachers on the personal adjustment scale. Secondary teachers tend to be more self-reliant, to consider themselves worth more, to be less concerned about their personal freedom, to belong to large groups, to exhibit fewer withdrawing tendencies, and tend to be less nervous than elementary teachers in general. On the total personal adjustment scale the critical ratio of 2.60 only approaches significance.

Secondary men teachers tend to be adjusted on all

phases of the personal adjustment scale than secondary teachers in general. They tend to be more self-reliant, to regard their own worth more highly, to enjoy more personal freedom, to belong more easily, to be less likely to withdraw within themselves, and tend to be less likely to exhibit nervous symptoms than secondary teachers in general. However, on the total personal adjustment scale the critical ratio of .99 is not statistically significant.

Women teachers in general tend to be less self-reliant and tend to have a lesser feeling of personal worth than secondary men teachers. Women teachers tend to have less personal freedom, to feel that they do not belong, to withdraw more easily, and also tend to exhibit to some extent more nervous symptoms than secondary men teachers. Women teachers in general have a tendency to be less well adjusted personally than secondary men teachers. The critical ratio of 3.17 shows this difference to be statistically significant.

Secondary men teachers tend to show a different picture when they are compared with men teachers in general. Men teachers tend to be more self-reliant but secondary men tend to consider themselves of more personal worth. Secondary men have a tendency to feel they are more free in their personal relations, but do not have the tendency to feel as secure in their feeling of belonging as men teachers in general. Men teachers in general tend to be less likely to withdraw within themselves and tend to have less evidence

of nervous symptoms than secondary men teachers. The small number of cases again causes the unreliability of the averages to be too great to be valid.

Teachers in general do not have the tendency to meet the levels of personal adjustment achievement that secondary men teachers attain, for they tend to be lower on every phase of the personal adjustment scale. The critical ratio of 2.03 between the two groups approaches significance.

Secondary men teachers as compared with the rest of the groups -- social adjustment. The comparison of secondary men with elementary men tends to be an up and down affair on the social adjustment scale. Secondary men evidenced a greater tendency for maintaining high social standards but elementary men had a tendency to out-do secondary men in their social skills. Secondary men show a tendency to be less anti-social and to show better family relations than the elementary men. Elementary men tend to have better occupational relations, but rate lower than secondary men in their community relations. The small population of this group causes the unreliability of the average to be so great significance is absent.

Elementary teachers in general tend to hold the level of social standards quite high, so high in fact, that secondary men fail in their tendency to reach it. However, elementary men teachers immediately tend to fall below the social skills level of secondary men. Elementary men have

a tendency to be more anti-social than secondary men. Secondary men tend to hold their own in their family and occupational relations. On the community relations scale secondary men have a tendency to do better than elementary teachers. On the total social adjustment scale the critical ratio of .98 is insignificant.

Secondary teachers in general have a tendency to be more concerned about their social relations than secondary men teachers, but secondary men do, however, tend to show up better on the social skills scale than secondary teachers in general. Secondary men have a tendency to be less anti-social than secondary teachers and secondary men tend to be more concerned about their family relations than secondary teachers. While secondary men evidenced a greater tendency for high scores in their occupational relations, secondary men did not show such a tendency in their community relations. On the total social adjustment scale secondary men have a statistical advantage of a critical ratio of 1.03. This figure, however, is not large enough to be significant.

Women teachers in general evidenced a tendency to rank higher than secondary men in social standards, but women teachers did not rate as high in their social skills tendencies as the secondary men. Women teachers tend to be less interested in family relations than secondary men. Women teachers do not show as great a tendency toward occupation relations or community relations as secondary men teachers. Secondary men hold a critical ratio advantage of

1.20 over women teachers in general on the total social adjustment scale. This difference is statistically insignificant.

The comparison between secondary men and men teachers in general has a tendency to be an up and down affair. Secondary men evidenced a greater tendency than men teachers in general in social standards, but the men teachers in general tend to show greater social skills. Neither group has any serious anti-social tendencies. The men teachers in general tend to have better occupational relations, but secondary men have a tendency to evidence better community relations. The mean differences on the total social adjustment scale is so small that the critical ratio of .13 is statistically insignificant.

Teachers in general tend to have better social standards than secondary men, but they tend to be less concerned about their social skills than secondary men. Teachers in general have a tendency to be more anti-social but secondary men have a tendency to be better in their family, occupational and community relations than teachers in general. Secondary men have critical ratios of 1.03 over teachers in general on the total social adjustment scale but it is statistically insignificant.

Comparison of elementary men teachers with the rest of the groups -- personal adjustment. Elementary teachers in general tend to be less self-reliant, and have a tendency

to think less of their own personal worth, but tend to equal elementary men teachers in their personal freedom tendencies. Elementary men tend to have a more definite feeling of belonging than elementary teachers. Elementary teachers are more prone to evidence withdrawing tendencies than elementary men. Elementary teachers in general tend to be more nervous than elementary men by a ratio of almost two to one. The results of this group are influenced by an unreliable average because of the small population of the group.

Elementary men teachers show a tendency to be more self-reliant than secondary teachers in general, but evidenced a slightly lesser tendency than secondary teachers in a feeling of personal worth. Elementary men teachers have a tendency to show a greater feeling of personal freedom as well as a feeling of belonging. Secondary teachers tend to withdraw into themselves and to show a greater tendency to be nervous than the elementary men teachers.

Women teachers in general evidenced a tendency to be inferior to elementary men on each phase of the personal adjustment scale. Women teachers tended to approach the scores of elementary men on two instances -- that of a feeling of personal worth and that of a feeling of personal freedom.

Elementary men teachers have a tendency to be more self-reliant, but men teachers in general tend to evidence

a higher feeling of personal worth than elementary men. Elementary men tend to be more inhibited than men teachers in general for they evidenced a lesser feeling of personal freedom than men teachers. Elementary men showed a tendency to belong, to be less likely to withdraw from groups, and to have a tendency to be less nervous than men teachers in general.

When compared with teachers in general, elementary men tend to be more self-reliant, to have a slight edge in their personal worth tendencies, to evidence nearly the same tendencies in their personal freedom, and to show a definite tendency to belong. Teachers in general have a tendency to exhibit more withdrawing tendencies than elementary men, and are not as likely to overcome their nervous tendencies as easily as elementary men.

Comparison of elementary men teachers with the rest of the group -- social adjustment. Elementary men tend to fall short of the level of elementary teachers in their social standards, but they do evidence a greater tendency to have better social skills than elementary teachers. Elementary teachers in general have a tendency to be more anti-social, to show poorer family relations, and to be less interested in their occupational relations than elementary men teachers. However, elementary teachers have a tendency to exhibit better community relations than elementary men teachers.

Secondary men are more likely to be concerned with their social standards than elementary men, but elementary men are more likely to show better social skills. Elementary men are more likely to be anti-social than secondary men, but elementary men show a tendency to have better family relations than secondary men. Elementary men have a tendency to evidence better occupational relations, but are less likely to have as good community relations as secondary men.

Women teachers tend to be less anti-social, to evidence better social standards, and to feel better in their community relations than elementary men. Women teachers are less likely to evidence a tendency for social skills, or to show as good family relations as elementary men, but they have a tendency to do better than elementary men in their community relations.

The comparison of elementary men teachers with men teachers in general tends to be an up and down affair. Men teachers in general tend to have better social standards, but do not have the tendency to show better social skills. Men teachers in general tend to be more anti-social, but rate better when it comes to family relations. Elementary men have a tendency to show better occupational relations, but are not likely to show as good community relations as men teachers in general.

Teachers in general tend to have better social standards but tend to fall behind elementary men teachers in their social skills. Elementary men have a tendency to

be more anti-social, but have a tendency to rate higher than teachers in general in family relations. Elementary men are more likely to show better occupational relations than teachers in general, but apparently tend to be less likely to fit into the community as readily as teachers in general.

Comparison of elementary teachers in general with the rest of the groups -- personal adjustment. Elementary teachers have a tendency to be less self-reliant than secondary teachers, but secondary teachers are more likely to be concerned about their personal worth than elementary teachers. Secondary teachers are less likely to have a sense of personal freedom but are more likely to evidence a feeling of belonging than elementary teachers. Elementary teachers show a slightly higher tendency to withdraw, but they are not as likely to show nervous symptoms as secondary teachers. On the total personal adjustment scale there is a critical ratio of 1.93 in favor of the secondary teachers, but it is not large enough to be significant.

Women teachers in general tend to rate lower than elementary teachers in every phase of the personal adjustment scale but one. The only place that they show a higher tendency than that of the elementary teachers is on the personal worth scale. Elementary teachers tend to be more self-reliant, more likely to have a sense of personal freedom, and to be less likely to evidence withdrawing tendencies or nervous symptoms than women teachers in

general. However, the advantage held by the elementary women of a critical ratio of .09 is not large enough to have any statistical significance.

The picture is not so good when elementary teachers are compared with men teachers in general. Men teachers have a tendency to be more self-reliant, have a tendency to have a better sense of personal worth and personal freedom, and more likely to have a tendency to belong, but less likely to have a tendency to withdraw. Men teachers are less likely to have nervous symptoms than elementary teachers. There is a critical ratio of 3.01 between the two groups on the total personal adjustment scale in favor of the men. This figure is statistically significant.

The picture of elementary teachers compared with teachers in general is almost identical to the previous one. Elementary teachers tend to be less self-reliant, tend to show less personal worth, but tend to score equally with teachers in general on the scale representing a feeling of personal freedom. Elementary teachers are less likely to feel that they belong, and are slightly more likely to withdraw and to show nervous symptoms than teachers in general. However, the critical ratio of 1.14 is hardly large enough to give significance to this difference on the total personal adjustment scale.

Comparison of elementary teachers with the rest of the groups -- social adjustment. Secondary teachers tend

to fall behind elementary teachers in only one phase of the social adjustment scale, that of a tendency to show high social standards. In all the rest of the phases of the social adjustment scale elementary teachers have a tendency to fall below the level set by secondary teachers. On the total social adjustment scale the critical ratio of 1.13 is insignificant.

Women teachers in general have a slightly higher tendency to evidence better social standards than elementary teachers, but they do not have as high a tendency as elementary teachers on the social skills scale. Elementary teachers tend to be more anti-social, and their family relations tend to be a trifle lower than the tendencies of women teachers in general, but they do tend to have better occupational relations than women teachers. Women teachers, however, have a tendency to fit into the community picture better than elementary teachers. The critical ratio between the two groups is only .14 which indicates no statistical significance is evident.

Elementary teachers tend to have higher social standards than men teachers in general, but on all the rest of the social adjustment scales men teachers in general have a tendency to rank above elementary teachers. Men teachers have no statistical advantage over elementary teachers on the total social adjustment scale as the critical ratio is only 1.21.

Teachers in general have a tendency to do better than

elementary teachers in every phase of the social adjustment scale but one, that of social standards, but teachers in general have no statistical advantage over elementary teachers on the total social adjustment scale, as shown by the critical ratio of .70.

Comparison of secondary teachers with the rest of the groups -- personal adjustment. Secondary teachers have a tendency to be more self-reliant than women teachers in general, and, too, they are more likely to have a better sense of personal worth than women teachers. Women teachers tend to feel they have just as much personal freedom as secondary teachers, but women teachers are not as likely to have as high a feeling of belonging. Women teachers show a higher tendency to withdraw than do secondary teachers, and they exhibit more nervous symptoms than secondary teachers. On the total personal adjustment scale a critical ratio of 2.56 is not large enough to show any significant difference between the two groups.

Secondary teachers tend to be more self-reliant than men teachers, but tend to think as highly of their own personal worth as men teachers. Men teachers are likely to evidence more personal freedom and a better feeling of belonging than secondary teachers. Men teachers are less likely to show withdrawing tendencies but secondary teachers tend to be more nervous. However, on the total personal adjustment scale a critical ratio of 1.99 is not large enough

to be statistically significant.

Secondary teachers tend to be more self-reliant than teachers in general and tend to think more of their personal worth than teachers in general; however, teachers in general tend to feel they have more personal freedom and a better feeling of belonging. The two groups are nearly identical in their tendencies to withdraw, but teachers in general tend to be more nervous than secondary teachers. On the total personal adjustment scale there is no significant difference between the two groups as shown by a critical ratio of 1.16.

Comparison of secondary teachers with the rest of the groups -- social adjustment. Secondary teachers tend to have lower social standards than women teachers in general, however, in their social skills, anti-social tendencies, family relations, occupational relations and community relations, secondary teachers have a tendency to rate higher. The difference between these two groups on the total social adjustment scale is too small to be significant as shown by a critical ratio of 1.01.

Secondary teachers tend to rank higher in social standards, and tend to be less anti-social than men teachers in general. In community relations secondary teachers also have a tendency to rank higher than men teachers in general. In their social skills, family relations, and occupational relations men in general have a tendency to rank higher than secondary teachers. A critical ratio of .47 indicates there

is no significant difference.

Teachers in general have a tendency to have better social standards than secondary teachers, but they lack in their tendency to rank higher in social skills than secondary teachers. Secondary teachers are less likely to be anti-social than teachers in general. Secondary teachers also tend to rate higher in their family relations, occupational relations, and community relations than teachers in general. Again the difference between the two groups is inconsequential as shown by a critical ratio of .66.

Comparison of women teachers with the rest of the groups -- personal adjustment. Men teachers tend to be more self-reliant than women teachers by a ratio of almost two to one, however, the tendency does not reach those proportions on the personal worth scale. There is very little difference in the tendencies of the two groups on the personal freedom scale. Men teachers tend to belong more than women teachers, but they tend to be less likely to withdraw than women teachers. Women teachers have a tendency to be more nervous than men teachers by a ratio of almost two to one. On the total personal adjustment scale there is a significant difference between the two groups in favor of the men, as shown by a critical ratio of 3.17.

The tendency is for teachers in general to exceed women teachers in self-reliance, personal worth, personal freedom, and a feeling of belonging; but women teachers are

more likely to withdraw and more likely to show nervous symptoms. However, on the total personal adjustment scale the figure 1.11 does not show any difference of statistical significance between the two groups.

Comparison of women teachers with the rest of the groups -- social adjustment. Women teachers have a tendency to exhibit better social standards than men teachers, but men teachers have a tendency to show better social skills. Men teachers are more likely to anti-social, but have a tendency to exhibit better family relations. Men teachers also have a tendency to show better occupational relations and better community relations than women teachers. On the total social adjustment scale the critical ratio of 1.20 shows no significant differences.

Teachers in general are less likely to show as high social standards as women teachers, but they are more likely to show better social skills than women teachers. The two groups show the same tendencies on the anti-social scale, but teachers in general tend to show better family relations and better occupational relations than women teachers. The two groups have very little difference in their tendencies in their community relations. As totally adjusted groups on the social scale the critical ratio between the two groups of .53 is inconsequential.

Comparison of men teachers with teachers in general -- personal adjustment. Men teachers in general have a tendency

to be more self-reliant than teachers in general. Men teachers tend also to rank higher than teachers in general in personal worth, personal freedom, and in a feeling of belonging. Teachers in general are more likely to exhibit withdrawing tendencies, and are more likely to show nervous symptoms than men teachers. On the total personal adjustment scale the differences between the two groups are insignificant as shown by a critical ratio of 2.05.

Comparison of men teachers with teachers in general -- social adjustment. Men teachers in general have a tendency to be inferior to teachers in general in their social standards, but they have a tendency to exceed teachers in general in social skills. Men teachers have a slightly higher tendency to be anti-social, but in their family relations men teachers have a tendency to rank higher than teachers in general. Men teachers tend to have better occupational relations than teachers in general and they also feel that they fit into the community better than teachers in general. On the total social adjustment scale a critical ratio of .67 shows no significant difference.

Comparison of the scores of elementary women with the rest of the groups -- Inter Preference Record. Elementary women teachers have a tendency to be lower in every phase of the interest scale than secondary women. Elementary women are less mechanical, less computational, less scientific, less persuasive, less artistic, less literary, less musical,

less inclined to be of a social service turn of mind, and less clerical in their tendencies than secondary women teachers. The statistical differences between the two groups in all phases of the interest test lack significance. The highest critical ratio was 2.67 on the mechanical scale. This figure does approach significance.

When elementary women are compared with secondary men the tendency is somewhat different. The secondary men tend to be more mechanical, but elementary women are likely to be more computational. Secondary men are likely to be more scientific and more persuasive than elementary women, but secondary men are likely to be less artistic. Secondary men are prone to be more literary and more musical, but the two groups differ little in their social service tendencies. Elementary women, however, are more inclined to be clerical. In only one interest field, the artistic, is there any figure of statistical significance. Here the critical ratio of 3.30 shows a significant difference in favor of the elementary women.

Secondary teachers in general have a tendency to be more mechanical than elementary women, but they do not have as high a tendency to be computational as the elementary women. Secondary teachers are likely to be more scientific and persuasive, but elementary women tend to be more artistic. Secondary teachers tend to be more literary and more musical, but can match only the tendency of elementary women in social service. Elementary women teachers tend to

be more clerical than secondary teachers in general. Again, the artistic scale is the only scale where there is a significant difference between the two groups as shown by a critical ratio of 3.37. Again, it is in favor of elementary women.

Elementary women teachers tend to be less mechanical as well as less computational than women teachers in general. Women teachers in general continue their tendency to be more scientific, more persuasive, more artistic, more literary, more musical, and more social service minded, but they are less likely to be clerical than elementary women. There is not a single field in which the differences between the groups even approach statistical significance.

Men teachers have a tendency to be more mechanical than elementary women, but they lack the tendency that the elementary women have to be computational. Men teachers tend to be more scientific and more persuasive, but they are less likely to be artistic than elementary women. Elementary women tend to be less literary and less musical, but they do rate a tie on their tendency with men teachers to be of a social service turn of mind. Elementary women tend to have a slight edge over men teachers in general when it comes to clerical tendencies. The artistic field is the only field which shows a statistically significant difference. Here again, the critical ratio of 3.53 shows a significant difference in favor of elementary women.

When elementary women teachers are compared with

teachers in general, elementary women have a tendency to excel in only one field, that of clerical. Teachers in general tend to be more mechanical, more computational, more scientific, more persuasive, more artistic, more literary, more musical, and more social service minded. There is not a single field that is statistically significant. The greatest difference lies in the artistic field with a critical ratio of 1.99.

Comparison of secondary women teachers with the rest of the groups -- Kuder reference record. Secondary women teachers tend to be more mechanical, more computational, more scientific, more persuasive, and more artistic than secondary men, but on the literary scale the two groups have a tendency to be identical in their literary interests. Secondary women tend to be more musical, and of a more social service turn of mind but less clerical than secondary men. There is not a single field in which the differences between the two groups even approach significance.

Secondary women teachers tend to be more mechanical than elementary teachers in general by a ratio of more than two to one. The critical ratio of 2.68 is nearly statistically significant. They also tend to be more computational than elementary teachers but only by a very small margin. Secondary women teachers tend to be more scientific as well as more persuasive than elementary teachers but the two groups are almost identical in their artistic tendencies. Secondary women teachers tend to be more literary and more

musical than elementary teachers in general. Elementary teachers tend to be of a more social service turn of mind and are more likely to evidence clerical tendencies than secondary women teachers. The other differences between the two groups lack statistical significance.

Secondary women have a tendency to be more mechanical, more computational, more scientific, more persuasive, and more artistic than men teachers in general, but the men teachers have a tendency to rank above secondary women in the literary field. Musically, secondary women tend to rate above men teachers in general, and tend to be of a more social service turn of mind. Clerically, men teachers in general tend to do better than secondary women teachers. However, none of the differences between the two groups are statistically significant.

Secondary women teachers have a tendency to do better than teachers in general in every phase of the Ruder Preference Record, but none of the differences approach statistical significance.

Comparison of secondary men teachers with other groups on the Ruder Preference Record. Secondary men teachers have a tendency to be more mechanical but less computational than elementary teachers in general. Elementary teachers tend to be less artistic and less persuasive but are more artistic than secondary men. Secondary men have a tendency to be more literary and

musical but less likely to be of social service turn of mind than elementary teachers. Elementary teachers tend to be more clerically inclined. None of the differences are large enough to be statistically significant.

Secondary men teachers tend to be more mechanical but less computational, less scientific, and less persuasive than women teachers in general. Women teachers in general have a tendency to be more artistic but not as literary as secondary men. Secondary men are more likely to be musical and clerical but women teachers in general have a tendency to be more clerical. None of the fields show any statistically significant differences between the two groups.

Secondary men still have the tendency to be more mechanical than teachers in general. On the computational scale, however, teachers in general tend to be higher. Secondary men tend to be more scientific and a trifle more persuasive than teachers in general, but do not have the artistic tendencies that teachers in general have. Secondary men tend to be more literary and more musical but have a lesser tendency to be of a social service turn of mind. Teachers in general have a slight edge over secondary men teachers in their clerical tendencies. Again, none of the mean differences are large enough to be significant.

Comparison of elementary teachers with the rest of the groups on the Ruder reference record. Elementary teachers in general have a tendency to be less mechanical

but more computational than secondary teachers in general. They also had a tendency to be less scientific as well as less persuasive, but tend to be more artistic than secondary teachers. Secondary teachers tend to be more literary and more musical, but tend to have the same tendencies along social service lines as elementary teachers. Elementary teachers have a tendency to be more clerical than secondary teachers. The only field which shows any significant difference is the artistic field as shown by a critical ratio of 3.35. The difference is in favor of elementary teachers.

Teachers in general tend to be more musically inclined but less computational than elementary teachers. Elementary teachers are less inclined to be scientific and persuasive than teachers in general but are more inclined to be artistic. Teachers in general have a tendency to be more literary and more musical, but elementary teachers also tend to be more clerical than teachers in general. None of the fields show any significant differences. The artistic field comes the closest to significance by a critical ratio of 1.99.

Comparison of secondary teachers in general with teachers in general on the Auder reference record. Teachers in general are less likely to be mechanical but more likely to be computational than secondary teachers. Secondary teachers have a tendency to be more scientific as well as more persuasive, while teachers in general tend to be more artistic. Secondary teachers tend to be more literary and

more musical, but tend to be of a less social service turn of mind. Teachers in general tend to be more clerical than secondary teachers. None of the fields show any difference of the means large enough to be significant.

Comparison of men teachers and women teachers on the Muder Preference Record. Men teachers have a tendency to be more mechanical but women teachers tend to be more computational. Men tend to be more scientific and more persuasive but tend to be less artistic. Men are slightly more of a literary and musical trend but are not as likely to be of the same turn of mind in the social service field as women. Men teachers, strange as it may seem, tend to be more clerical than women teachers. There is a significant difference between the two groups in the artistic field as shown by a critical ratio of 3.13.

Comparison of women teachers and teachers in general on the Muder Preference Record. Teachers in general tend to be more mechanical and less computational than women teachers. Women teachers are likely to be less scientific, less persuasive, but more artistic. Teachers in general tend to be slightly more literary but slightly less musical than women teachers. Women teachers have a tendency to be more social service minded than teachers in general but have a lesser tendency to be clerical. None of the differences in any of the fields even approach significance.

Comparison of men teachers with teachers in general on the Kuder reference record. Men teachers tend to be more mechanical but less computational than teachers in general. They are also more likely to be scientific and persuasive but less artistic than teachers in general. Men teachers have a tendency to be more literary and more musical, but less social service minded than teachers in general. Men have a slight edge over teachers in general in their clerical tendencies. None of the fields show any significant differences between the two groups.

Questionnaire for elementary teachers. Counseling is a rather recent innovation in the educational world, and those teachers who entered the teaching profession before or during the depression had little opportunity to be counseled. Of the elementary teachers who entered the teaching profession during this depression, all of them indicated that they planned to teach whether or not they had been counseled. Seventy-five per cent of those who had received counseling entered the teaching profession, but whether or not they would have entered the profession without having received counseling was not indicated.

The questionnaire for secondary teachers. When the secondary teachers were examined, the results were a little different. The counseling factor seems to have entered into the total situation more with this particular group but whether or not it was the cause of the people entering the

teaching profession is difficult to state. Secondary teaching requires more formal training than elementary teaching and during the depression days the economic factor connected with the longer training period for secondary teachers may have had a deterring effect. Secondary teachers have a larger teaching experience average by 1.475 years than elementary teachers which would indicate that secondary teachers were more likely to have entered the profession during the depression years. A larger percentage of secondary teachers who had counseling planned their teaching careers. This seems to indicate that counseling does have some influence upon the teacher's entering the teaching profession.

Correlations with elementary teachers. The correlations found using the representative group do not have too much statistical significance. However, in some instances the correlations are high enough to warrant a deeper study of this type. Of the correlations computed between the scores received on the Kuder Preference Record and the total personal adjustment scale of the California Test of Personality, there was not one single correlation over .2110 and the majority of the correlations were zero correlations. On the correlations computed between social adjustment scale and the interest fields of the Kuder, the highest correlation in this group was somewhat higher than the highest one in the previous group but it is only 2.840, which is not enough higher to be of much statistical value. The correlations computed

between the total adjustment scale of the California Test of Personality and the nine interest fields of the Kuder Preference Record do not show much improvement. The correlation of .3911 is a slight improvement over the ones obtained in the other two groups but still is not large enough to be very significant.

Correlations -- miscellaneous. This part of the survey is purely of a personal nature and is presented here for examination purposes only, for it has little authenticity on the grounds that the fields which were correlated and which did show a somewhat higher correlation did not have sufficient items in them to give a true picture of the situation. The reference here is to the correlations which were computed between the self adjustment scale on the California Test of Personality and the social service field of the Kuder Preference Record for secondary men. This gave a correlation of .4486. A somewhat smaller correlation of .4484 was obtained when the social adjustment scale was correlated with the social service field. However, when correlations were computed between the total adjustment scale of the personality test and the social service scale of the interest test, a correlation of .5534 was obtained. However, when the scores of secondary women were used and a correlation was computed between the community relations scale of the personality test and the social service field of the interest test, a correlation of .639 was found.

A comparison of the scores of all teachers, men teachers, and women teachers on the total personal adjustment. The fiftieth percentile on the California Test of Personality is that point which indicates where the average or normal person will fall when compared with the people upon whom the test was standardized. Women teachers in general tend to be less well adjusted than either men teachers or teachers in general. Neither are they as well adjusted as the people upon whom the test was standardized. Women teachers have a percentile rank of about forty-five; teachers in general have a percentile rank of about fifty-six and men teachers have a percentile rank of about seventy-five. The only significant difference that was found was between men teachers and women teachers. Here a critical ratio of 3.16 is statistically significant.

Comparison of teachers in general, men teachers, and women teachers on the total social adjustment. On the total social adjustment scale the picture is a little different. On this scale women teachers tend to be better adjusted socially than the group upon whom the test was standardized, but still do not reach teachers in general or men teachers. Both men teachers and teachers in general tend to rank higher than the people upon whom the test was standardized. Women teachers have a percentile rank of about sixty-three; teachers in general have a percentile rank of about sixty-four, and men teachers have a percentile rank of about

seventy. None of the differences between the groups have any statistical significance.

Comparison of teachers in general, men teachers, and women teachers on the total adjustment scale. On this profile women teachers tend to rate higher than the people upon whom the test was standardized but they do not come up to either the men teachers or teachers in general. Men teachers in general and teachers in general are still above the people upon whom the test was standardized. Men teachers have a percentile rank of about seventy-three; teachers in general have a percentile rank of about sixty-one, and women teachers have a percentile rank of about fifty-two. The greatest difference exists between men teachers and women teachers but even here 2.46 is not significant, but it does approach significance.

Comparison of teachers in general with experience over ten years and under ten years on the total personal adjustment. Figure 4 on page 94 presents interesting information. Those people who have had more than ten years of experience, either secondary or elementary, tend to be less well adjusted personally than those who have had less than ten years of experience. The teachers with more than ten years of experience have a percentile rank of about forty-eight, and those with less than ten years of experience have a percentile rank of about sixty-one. The critical ratio of 2.01 does not show any significant

difference.

Comparison of teachers in general with more than ten years of experience with less than ten years of experience on the total social adjustment scale. Figure 5 on page 96 shows some improvement in the percentile rankings. On this social adjustment profile teachers with less than ten years of experience have a tendency to rank higher than teachers with more than ten years of experience but the difference between the two groups is not as great as it was on the previous profile. Teachers with more than ten years of experience have a percentile ranking of about 70.5 while those teachers with less than ten years of experience have a percentile ranking of about 63. The critical ratio of .86 is not large enough to be statistically significant.

Comparison of teachers in general with more than ten years of experience and with less than ten years of experience on the total adjustment scale. Figure 6 on page 97 shows this information. On this particular profile the rankings of the two groups tend to come together. On the total adjustment there is very little difference between those with more than ten years of experience and those with less than ten years of experience. Those with over ten years of experience have a percentile rank of sixty-two and those with less than ten years of experience have a percentile rank of sixty-one. There is no statistical difference here between these two groups. The critical

ratio of .29 has no statistical significance.

Experience has a tendency to cause teachers to make a lower percentile ranking on the total personal adjustment scale while experience on the other hand tends to increase the capacity to make higher percentile rankings on the social adjustment scale. On the total adjustment scale neither group holds much of an advantage, but there is a tendency for those with more than ten years of experience to rate slightly higher than those with less than ten years of experience. Both Groups, however, are higher in their percentile rankings than the group upon whom the test was standardized.

the group surveyed was primarily a rural group. The teachers participating came from towns of populations less than three thousand. Whether or not the same trends of experience affecting personality traits would be as much in evidence or in evidence at all in the large urban areas of Montana, this survey does not reveal. Some of the factors which account for the trends of this survey might be eliminated by employment in the large urban areas. A survey of these urban areas would be valuable in attempting to determine to what extent the personality traits which cause undesirably adjusted teachers would be eliminated by employment in these larger cities.

CHAPTER VI

ADJUSTMENT AND CONSERVATION

I. SUMMARY

The information studied on the foregoing pages is an attempt to determine to what extent a "teacher personality" existed, an evaluation of existing personality traits as they influenced teaching fields, and to discern to what extent expressed interests compared with personality traits.

The survey showed that teachers tended to rate higher on their personal, social and total adjustment than the people upon whom the test was standardized. However, it is difficult to say that high rankings in particular personality traits are peculiar to teachers only. It is in favor of the teachers to say that teachers as a whole do not have many abnormal personality tendencies as revealed by the results of the survey. A "teaching personality" idea would infer that teachers have two personalities, one for the classroom and one for outside the classroom. While teachers do evidence particularly high social standards, one cannot say that only teachers have high standards and that this high ranking can be applied as a part of a "teaching personality". Teachers tended to rank high in the social service field and certainly teaching lies within this category, but again one cannot say that this high ranking is peculiar only to teachers. As a totally adjusted

individual teachers tend to rank higher than people in general, but apparently teachers have interests which are no more peculiar to their profession than those of other professions.

It is difficult to evaluate personality traits as they influence teaching fields for such a problem ultimately involves the question of teaching success. This survey in no way attempted to evaluate the success of teachers. However, there is a tendency for specific field teachers to evidence personality traits peculiar to themselves. High school teachers who are in specific fields have a tendency to be better adjusted personally and socially than elementary teachers. Whether or not this is true because of the areas of specific teaching fields in high school, cannot be stated as a certainty. Elementary teachers are more general in their interests than secondary teachers as evidenced on the interest test inventory. This is no doubt due to the lack of field specialization to which elementary teachers are not required to comply. Just why elementary teachers tend to be less well adjusted has not been determined by this survey.

The field of correlations in this study showed the need of further study. There is little to substantiate the belief that interests and personality traits are correlated to any great extent. However, when one delves into the specific subdivisions of the personality test and the interest test, the correlations tend to be more revealing, but as far as authentic information is obtained this study

does not reveal any correlation tendencies of any statistical value.

The stigma, which has plagued the teaching profession because of its previous low training standards, has caused some surreptitious implications. This survey showed a tendency for teachers in general with ten or more years of experience to be less well adjusted personally. Specifically, elementary women teachers had the greatest tendency along this line. Whether or not this evidence of poor personal adjustment was due to the infiltration of poorly trained people into the teaching profession during the period of lax controls, or whether teachers evidencing these tendencies were themselves poorly adjusted, or whether there were factors encountered while teaching that caused this poor adjustment, was not brought out in this survey. However, elementary women teachers had the longest average of teaching experience, and it was this same group that exhibited a tendency to have the highest withdrawing tendencies and nervous symptoms. It has been only in recent years that men have entered the profession in any numbers on levels below the college or university. Men evidenced better personal adjustment than elementary women, thus the implication is that the poor showing of the elementary teachers on the withdrawing tendencies and nervous symptoms scales was due primarily to elementary women. Since elementary women had the longest average in their years of experience, and since they showed a tendency to be less well adjusted personally, the

implication might be that those elementary women entering the profession during the lax periods had less well adjusted personalities at the time of their entering or were easily influenced by factors encountered while teaching. Teachers with ten or more years of experience ranked lower on the personal adjustment scale than the people upon whom the test was standardized. This factor would further strengthen the above implication. However, teachers in general were above the level of the people in general upon whom the test was standardized on the personal adjustment scale, which would indicate that the profession as a whole has not suffered seriously from the infiltration of so-called undesirables during the lax periods.

II. CONCLUSIONS.

In light of the information that this study has revealed the following conclusions have been drawn which pertain only to this study.

First, teachers in general do tend to make higher percentile rankings on all phases of the California Test of Personality than the people upon whom the test was standardized; namely, people in general.

Second, women teachers tend to make smaller percentile rankings on the total personal adjustment scale than men teachers, teachers in general, or those upon whom the test was standardized.

Third, teachers in general have a tendency to do better

than women teachers, but tend to do less well than men teachers on the total personal adjustment.

Fourth, women teachers tend to make better scores on the social and total adjustment scales than those upon whom the test was standardized, but do not make as good a score as either men teachers or teachers in general.

Fifth, men teachers as a whole tend to be the best well adjusted group surveyed.

Sixth, teaching experience seemingly has a detrimental effect upon the personal adjustment of a teacher regardless of sex or teaching area.

Seventh, teaching experience tends to increase the percentile ranking on the social adjustment scale of a teacher regardless of sex or teaching area.

Eighth, teachers rank higher on certain phases of personality scales than those upon whom the test was standardized, but to even suggest that this would tend to categorize these traits as belonging to a "teacher personality" is out of the question.

Ninth, counseling has had some influence upon those who have entered the teaching profession, but this survey has not determined to what extent.

Tenth, elementary teachers as a whole present a problem by their tendency to evidence nervous symptoms.

Eleventh, secondary teachers as a whole tend to be better adjusted than elementary teachers.

Twelfth, teachers as a whole make high scores on the

social standards scales of the personality test.

Thirteenth, men teachers tend to be better personally adjusted and women teachers tend to be better socially adjusted.

Fourteenth, men teachers tend to be more mechanical, more scientific, more persuasive, more literary, more musical, and more clerical in their interest areas as shown on the Kuder while women teachers tend to be more computational, more artistic, and more of a social service turn of mind in their interest areas.

Fifteenth, secondary teachers have a tendency to be more mechanical, more scientific, more persuasive, more literary, and more musical in their interest areas as shown by the Kuder while elementary teachers tend to be more computational, more artistic, more of a social service turn of mind, and more clerical in their interest areas.

Sixteenth, teachers in general do not make high scores in the following scales: mechanical, scientific, persuasive, and clerical, but they do make a score of over the fiftieth percentile on the following scales: computational, artistic, literary, musical, and social service.

Seventeenth, there is practically no correlation between personality traits and expressed interests as revealed by this survey.

Eighteenth, since teachers tend to rate high on the social service scale, this may be a prerequisite for teaching.

Nineteenth, teachers do not show enough persuasive

tendency for it to be a prerequisite for teaching.

Twentieth, there is a tendency for a high score in musical interests to be part of a teacher profile.

Twenty-first, if a teacher pattern could be formulated, it should include a good sense of personal worth, average sense of personal freedom, a good feeling of belonging, a fair sense of freedom from nervousness, an average sense of freedom from withdrawing tendencies, a fair sense of self-reliance on the personal adjustment scale, a good conception of social standards, few anti-social tendencies, good family relations, and better than average occupational and community relations on the social adjustment scale. It should include an average interest in computing things, a less than average interest in mechanical, scientific, and persuasive fields, a better than average interest in artistic things, a better than average interest in literary things, good musical and social service interests, and a less than average interest in clerical things.

Twenty-second, secondary teachers as a group do not present a problem in their tendency to evidence nervous symptoms.

Twenty-third, the teaching profession apparently has not been seriously influenced as far as abnormal personality traits are concerned by the influx of poorly trained personnel; for teachers, as a group, tend to rank higher on their total adjustment than those upon whom the test was standardized.

Twenty-fourth, certain correlations indicated that further study should be made regarding the correlations between specific subdivisions of the personality test and specific subdivisions of the interest test.

Twenty-fifth, men teachers tend to have better family relations than women teachers as shown on the personality scale.

Twenty-sixth, men teachers tend to have better occupational relations than women as shown on the personality scale.

Twenty-seventh, men teachers tend to have better community relations than women as shown on the personality scale.

Twenty-eighth, as this was a preliminary study, it is recommended that further studies be made along this line which could be used for prediction.

BIBLIOGRAPHY

- Altener, L. C., "The Value of Intelligence, personality, and Vocational Interest Test in a Guidance Program," Journal of Educational Psychology, 31:449-459, 1940.
- Berdie, F. F. "Factors Associated with Vocational Interests," Journal of Educational Psychology, 34:267-277, 1940.
- _____, "Factors Related to Vocational Interests," Psychological Bulletin, 41:137-137, 1944.
- Bolanovich, L. J., and L. S. Goodman, "A Study of the Kuder Preference Record," Educational and Psychological Measurements, 4:313-325, 1944.
- Christensen, L. S., "Some Observations with Respect to the Kuder Preference," Journal of Educational Research, 40:96-107, 1946.
- Clark, W. A. and L. F. Smith, "Further Evidence on the Validity of Personality Inventories," Journal of Educational Psychology, 33:81-91, 1942.
- Cottle, William C., "Relationships Among Selected Personality and Interest Inventories," Vocations, 22:306-310, February, 1950.
- Barley, J. G., "Preliminary Study of the Relationships between Attitudes, Adjustment, and Vocational Interest Tests," Journal of Educational Psychology, 29:467-473, 1938.
- Evans, H. C., "Social Adjustment and Interest Scores of Introverts and Extroverts," Educational and Psychological Measurements, 7:157-167, 1947.
- Ferguson, L., L. Humphreys, and L. Strong, "A Factorial Analysis of Interests and Values," Journal of Educational Psychology, 32:197-204, 1941.
- Goodfellow, L. L., "A Study of the Interests and Personality Traits of Prospective Teachers," Educational and Administrative Supervision, 18:649-652, 1952.
- Harmon, L. R., and L. A. Wiener, "Use of the Minnesota Multiphasic Personality Inventory in Vocational Adjustment," Journal of Applied Psychology, 29:132-141, 1945.
- Kuder, G. F., "The Stability of Preference Items," The Journal of Social Psychology, 19:41-50, 1939.

- Lewis, J. A., "Kuder Preference Record and Minnesota Multi-phasic Personality Inventory Scores for Two Occupational Groups," Journal of Consulting Psychology, 11:194-201, 1947.
- Malcolm, David, "What Inventory Should I Use," Journal of Educational Research, 44:91-98, 1950.
- Rose, A. A., "A Comparison of Relative Interest in Occupational Groupings and Activity Interests as Measured by the Kuder Preference Record," Occupations, 26:302-307, 1948.
- Serbin, T. R., and H. C. Anderson, "Preliminary Study of the Relation of Measured Interest Patterns and Occupational Dissatisfactions," Educational and Psychological Measurements, 2:23-36, 1942.
- Sollenberger, A. T., "Some Relationships between the Urinary Excretion of Male Hormone by Maturin Boys and Their Expressed Interests and Attitudes," Journal of Psychology, 9:179-189, 1940.
- Stone, C. L., "The Personality Factor in Vocational Guidance," Journal of Abnormal and Social Psychology, 28:274-275, 1933.
- Stuit, B. B., "A Study of the Vocational Interests of a Group of Teachers, College Freshman," Journal of Applied Psychology, 27:527-533, 1938.
- Super, Donald E., "The Kuder Preference Record in Vocational Diagnosis," Journal of Consulting Psychology, 11:184-193, 1947.
- _____, Appraising Vocational Fitness, New York: Harper and Brothers, 1949.
- Tiegs, E., L. Thorpe, and W. Clark, Manual of Directions, California Test of Personality -- Adult Series, Los Angeles: California Test Bureau, 1942.
- Thompson, C. E., "Personality and Interest Factors in Mental School Success," Educational and Psychological Measurements, 4:299-306, 1944.
- Triggs, F. C., "A Study of the Relation of Kuder Preference Record Scores to Various Other Measures," Educational and Psychological Measurements, 3:341-354, 1943.
- _____, "A Study of the Relationships of Measured Interests to Measured Mechanical Aptitudes, Personality, and Vocabulary," American Psychologist, 2:296, 1947 (Abstract).

Tussing, L., "An Investigation of the Possibilities of
Measuring Personality Traits with the Strong Vocational
Interest Blank," Educational and Psychological Measure-
ments, 239:74, 1944.